CONTRIBUTIONS TO THE HISTORY OF EDUCATION.

HISTORICAL SKETCHES

OF THE

UNIVERSITIES AND COLLEGES

OF THE

UNITED STATES.

EDITED BY

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BUREAU OF EDUCATION, DEPARTMENT OF THE INTERIOR.

WASHINGTON:
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1883.

1774 N M 1-2

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LIST OF ILLUSTRATIONS.[1]

[1] Several other illustrations intended for this sketch do not appear in it, for the reason that the persons who were notified did not furnish the cuts. The history of the University, commencing at the end of President Read's administration, July 4, 1876, and the beginning of the administration of President S. S. Laws, LL. D., will be continued hereafter.

INTRODUCTION.

The completion of the first century of our national existence was naturally felt to be a suitable occasion for reviewing the progress made in the educational as well as the commercial and industrial world. A careful study of the numerous developments characterizing recent educational history, it was conceived, could not be without utility in determining how problems now pressing for solution should be worked out. In accordance with this idea the Bureau of Education drew up a comprehensive scheme for the preparation of a centennial history of American education, an outline of which is subjoined.

SYNOPSIS OF PROPOSED CENTENNIAL HISTORY OF AMERICAN EDUCATION—1776–1876.

THE COLONIAL PERIOD.

Grade or kind of instruction.	Educational topics.	Influences and results.
ELEMENTARY ..	The early schools in the colonies of Spain, England, France, and Holland briefly noticed; digest of the colonial laws respecting elementary schools; horn books; the New England primer; biographies of early pedagogues, &c.	Position, institutions, and attitude of the European nations which colonized North America; supremacy of Spain under Charles I and Philip II (1516–1588); of England under Elizabeth and James I (1588–1622); of France under Richelieu (1622–1642); of England under Cromwell (1645–1658); of France under Louis XIV (1658–1704); of England under Marlborough and Chatham (1704–1776); political, social, and religious institutions of the colonists; political and military events in the colonies, &c.
SECONDARY . ..	Early grammar schools, public and corporate; text books, courses of instruction; biographies, bibliography; the clergy as trainers for college.	
SUPERIOR, *i. e.*, COLLEGIATE AND PROFESSIONAL.	Early colonial colleges (e. g., Harvard, William and Mary's, King's, Dartmouth, Princeton, Yale, &c.); their foundation by colonial and individual action; discipline, text books, and courses of instruction in the classics, mathematics, theology, &c.; biographies and bibliography; connection of religious denominations with the colleges, &c. Early instruction in the professions, theological, legal, and medical; Ames's "Medulla."	
MISCELLANEOUS.	Notices of early libraries and of the bibliography of "Americana."	
ILLUSTRATIONS	Engravings of early school and college buildings; portraits of educators; maps, &c.	

THE HOMOGENEOUS PERIOD—1776-1840.

Grade or kind of instruction.	Educational topics.	Influences and results.
ELEMENTARY	The Virginia territorial cession, and the ordinance of 1787; history of the school land sales and of elementary schools; origin of free public schools under State authority; labors of Mann, Barnard, Sears, Emerson, and others; illiteracy of the country in 1840, &c.; biography and bibliography.	Homogeneity of the population; comparatively small annual immigration; revolutionary war (1775–1783); migration to Kentucky, Indiana, Tennessee, Ohio, Mississippi, Illinois, and Alabama (1775–1805); Webster's spelling book (1783); the Federal Constitution (1787); copy-right law (1790); Whitney's cotton-gin (1793); province of Louisiana acquired (1803); Oregon question (1804–1846); Fulton's steamer on the Hudson (1807); abolition of the slave trade (1808); war of 1812–1815; introduction of canals (1817); Florida acquired (1819); the Missouri compromise (1820); railroads introduced (1827); McCormick's reaper (1831); the Seminole war (1835–1842).
SECONDARY	The progress and increase of grammar schools, academies, and seminaries; the text books, architecture; apparatus of instruction; biographies, bibliography, and statistics.	
SUPERIOR, *i. e.*, COLLEGIATE AND PROFESSIONAL.	The progress of collegiate instruction; text books and courses of instruction in the classics, astronomy, mathematics, physics, chemistry, political economy, mental and moral science, &c. Colleges in their denominational and public relations; libraries of colleges; bibliography, biographies, and statistics. The progress of theological, medical, and legal education; rise and progress of normal schools and of schools of dentistry and pharmacy; biographies, bibliography, and statistics.	
MISCELLANEOUS	The progress of libraries; rise and progress of museums of science and art; instruction and care of orphans, of the blind and the deaf-mute, &c. Sunday schools. Instruction in art and music. Reformatory and penal instruction. The American Institute of Instruction.	
ILLUSTRATIONS	Engravings of school and college buildings, portraits of educators; maps, charts of illiteracy in 1840, &c.	

THE HETEROGENEOUS PERIOD—1840–1876.

Grade or kind of instruction.	Educational topics.	Influences and results.
ELEMENTARY.	The progress and present condition of free elementary instruction; official supervision of public schools; improvement in school buildings, furniture, and apparatus; character and number of text books; the school reports of the country; illiteracy of the country in 1850, 1860, and 1870; instruction of the colored people and the Indians; Kindergärten; private elementary instruction.	Introduction of the electric telegraph (1844); Texas annexed (1845); war with Mexico (1845–1848); the Mexican cessions (1846–1848); the sewing machine (1846); the great Irish famine (1846); Mormon emigration to Utah (1847); discovery of gold in California (1848); emigration to the Pacific coast (1849); European revolutions (1848); great emigration from Europe (1848 et seq.); the London World's Fair (1852); the treaty with Japan (1854); the financial panic of 1857; the Atlantic telegraph (1858); the war and the abolition of slavery (1861–1865); the Austro-Prussian war (1866); acquisition of Alaska (1867); the Paris Exposition (1867); the Franco-German war (1870–1871); the Vienna Weltausstellung (1873); the financial panic of 1873; the heterogeneous character of the population since 1846; the character and intelligence of the immigrants; the progress of industries, of agriculture; the development of means for speedy transportation; international literature; the scientific spirit, &c.
SECONDARY...	The progress of grammar schools, academies, and female schools; rise and progress of free public high schools; text books, courses of instruction, apparatus, and architecture; business colleges; bibliography, biographies, and statistics.	
SUPERIOR, *i. e.*, COLLEGIATE AND PROFESSIONAL.	The progress and present condition of collegiate training; rise of State universities and of colleges of agriculture and the mechanic arts; rise of colleges for women; text books and courses of instruction in mathematics, astronomy, physics, mechanics, geology, geography, zoölogy, botany, chemistry, mineralogy, agricultural science, technology, metallurgy, military and naval science, philology, political economy, social science, art, history, &c. (including in each case a history of the subject of instruction). The progress and present condition of instruction in theology, jurisprudence, medicine, dentistry, pharmacy and pedagogics, engineering, &c.; women in the professions. Bibliography, biography, and statistics of collegiate and professional training.	
MISCELLANEOUS.	Progress and present condition of libraries; of art museums and science museums; of orphan asylums; of schools for the blind and for deaf-mutes; industrial and collegiate instruction of the unfortunate; schools for the feeble-minded, &c. Sunday schools. Schools of art and music; cheap reproductions of art works; cheap music, &c. Progress in penology and in reformatory training. Associations for public benefit; churches; societies; the National Educational Association, &c. The National Bureau of Education.	
ILLUSTRATIONS	Pictures of buildings for schools, colleges, libraries, museums, asylums, &c.; portraits of educators and benefactors; maps; illiteracy charts of 1850, 1860, and 1870; diagrams of ventilating apparatus, furniture, &c.	

It was hoped that every State and city system, every institution of education, and all other agencies aiming to promote the intelligence and virtue of the people would coöperate in the work indicated, and that in addition to the exhibition made at Philadelphia there would be prepared and published suitable historical sketches. It was contemplated that a portion of this work would be performed directly for this Office and published by it and that other portions would first be performed by the States or institutions and then such summaries drawn from them and published by this Office as should be deemed expedient. A very large amount of historical information was collected and published in different portions of the country. This Office steadily worked on all portions of the plan until it was arrested by lack of means and other obstacles beyond its control. The only portion of the plan which was fully completed in 1876 was the report on the public libraries of the United States, including their development since revolutionary times, which was prepared by this Office with the aid of distinguished librarians.

It has been impossible to undertake any portion of this work again until the present moment. Now I hope to begin the publication of these important contributions to American history and to continue them as circumstances may permit.

In furtherance of that portion of the plan relating to colleges, the following circular was issued:

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., September 1, 1875.

The officers of colleges and universities in the country, by annual contributions to the statistics of the Reports of the Commissioner of Education for the last five years, have begun to furnish valuable material for the study of college education during that period in the United States. The Office has sought only to be the agency or medium used by them, as by all other educational interests, in collecting and publishing the information which they wished to communicate to each other as the basis of mutual study; and thus, for the whole, to record and disseminate correct knowledge of their educational experiences. The plan of its operations has embraced, first, a careful collection of such facts as could be put into statistical tables with reference to the several institutions; secondly, a statement of the facts of most interest in their history and most indicative of the leading features of their progress. In pursuing this plan, the Office has sought information from everything published by every institution of learning in the country: but the means at its command have not allowed it to undertake to any considerable extent the second part of its plan, save as it could be brought out incidentally in the annual reports.

The International Centennial Exhibition, to be held at Philadelphia in 1876, seems to offer a special occasion for undertaking some of this work. The Office, under the Executive order of January 23, 1875, the act of Congress approved March 3, 1875, and the Executive order of March 7, 1875, is furnished limited means to be used in promoting the educational exhibit. The synopsis of the scheme for a proposed history of education, as the result of many suggestions and general consideration of the subject in the Office, has been widely approved, and valuable suggestions towards its perfection have been received. Of course, in sending it out, the Office had no expectation of any complete preparation of such a presentation. It was only acting in

its usual capacity, that of harmonizing, stimulating, and supplementing the efforts of local systems and institutions. Pursuing this plan with reference to the items relating to superior instruction, it has set apart what is deemed a reasonable portion of the funds at its control, to aid in bringing out this representation, and intrusted the care of this feature of the work to Dr. Franklin B. Hough, of Lowville, N. Y. Dr. Hough, a dispassionate and unbiassed investigator, has already had considerable experience in the direction of these studies, and is widely and favorably known for his historical and statistical labors.

Interest in the Centennial is rapidly increasing. It may well be assumed that those industries from which large pecuniary profits accrue will vindicate their variety and magnitude.

Education may easily exhibit its material aids and results, but can only symbolize its processes and its power as a cause of national growth; yet the Centennial would leave a most false impression upon the visitor or student if it failed to convey an idea of the relation of education to the progress of our civilization. The contributions made by our colleges to the history of the century cannot be adequately displayed, but it is believed that something can be done which shall evince the interest of college men in the occasion and convey to the student and visitor some conception of their work. Moreover, the benefit of the occasion is not to accrue solely until it is seen at Philadelphia. Local action and local influences are needed, and will produce their salutary results for each institution. How fitly each college and university may gather for itself the heroic incidents of its early career, record the sacrifices of its founders, illustrate the virtues of its benefactors, its instructors, and alumni! What is more likely to quicken the interest to-day in this department of instruction, and increase benefactions and the attendance of students, and emphasize public and private obligations to superior education? Now, it is well known how incomplete are the records of many of these institutions. Some have not complete sets of their own catalogues, and few only have traced the individual history of their alumni or have any adequate record of their own progress. The task, in the time allowed, would be impossible, in the case of any institution, for a single individual to accomplish. The coöperation of boards of trust, of faculty, and alumni is imperative. The gatherings occurring at this season furnish a rare opportunity to devise schemes, create interest, and obtain information. In the case of not a few of the older institutions, the period is rapidly passing away in which it will be possible to gather, with any degree of accuracy, this unwritten history. Is it not due to higher culture, from the present generation, not to allow this to die? The suggestion is therefore made and the desire expressed, first, that each institution undertake for itself the perfection of its own records, in such form and to such extent as shall answer the demands and judgment of its own administration and best subserve its own interests; and, secondly, that it aid this Bureau in the preparation of such brief general summary of the incidents which led to its foundation, the legislation concerning it, the benefactions it has received, the growth and bibliography of its curriculum, the personnel of its instructors, the plans of its grounds and buildings, the condition of its libraries, museums, and laboratories, and such other facts in regard to its administration and results as may be of general interest, and such as will justify their publication by this Office in connection with the Centennial.

JOHN EATON,
Commissioner.

Dr. Hough, in undertaking the work thus committed to him, visited a considerable number of institutions, conferring with their officers and receiving assurances of their coöperation. He prepared a series of circulars in which the plan of the work was fully detailed, and these were published by this Office.

In order to secure the promptness in action and correspondence in

form desirable, the history of Union College and a map of the grounds of Lafayette University were printed as models. Numerous sketches were received in response to these endeavors. Dr. Hough finally devoted himself to the preparation of the material until the funds were exhausted.

In resuming the publication of these historical sketches they will be brought down to date whenever possible. The first statement selected for publication is that of the University of Missouri.

JOHN EATON,
Commissioner.

Publication approved.

H. M. TELLER,
Secretary.

LETTER OF DR. HOUGH TO THE COMMISSIONER.

WASHINGTON, *October*, 1876.

SIR: I have the honor to submit as much of the history of colleges and professional schools undertaken by me and carried on under your direction as I have been able to prepare.

The completion of a full century of our national history has been very generally regarded as a proper occasion for reviewing the events of this important period and for studying the lessons which experience has taught. The origin of the institutions and enterprises that now represent the intelligence and spirit of the age, and their growth from feeble beginnings to present condition through varying incidents of adversity or success, afford the opportunity for tracing to their proper causes the various influences that have affected their prosperity and should enable us so to profit by this experience as to lead us to better results.

The comparison of our material resources and business facilities in every department of industry as they existed at the beginning and at the end of this century, though perhaps more striking, is not more important than that which appears when we contrast our present educational facilities with those that then existed; and if we carefully study their connections it will be found that most of the great discoveries in science, out of which these material resources have grown and upon which they depend, are due to the culture imparted in our schools and higher seminaries of learning, and that in proportion as these have been increased and the principles of knowledge through them disseminated and applied their influence has been felt, to the direct benefit of the country and the world.

New principles in nature are seldom discovered by chance. Their operation may be observed with wonder, and through an indefinite period of time, by the inattentive, but their cause is seldom revealed except to those who have carefully studied the sciences to which they pertain, and quite as often only in the laboratories where facilities for investigation are provided and by those skilled in the methods of scientific research. The law once determined, its application sooner or later follows, being first applied by those best informed, and always improved to best advantage by those who most thoroughly understand the principles involved and the influences that may affect their operation. No efforts are wasted, under false theories, in pursuit of impossible results by those who are taught the true principles of science, and in propor-

tion as the boundaries of knowledge are extended the means for the increase of human happiness are everywhere increased.

Impressed with this view of the true place of education as an element of national prosperity, the commission appointed by the President, under the authority of Congress, to represent the several executive branches of the Government on the occasion of the first National Centennial determined at an early period to give proper attention to the history of our institutions of learning by causing facts to be collected and classified with the design of showing their origin, growth, and condition, as well on account of the interest of the subject as an important part of the history of the period as for the purpose of presenting a proper basis for future comparison. This branch of inquiry was very properly referred to the immediate care of the National Bureau of Education, in the Department of the Interior, as already well organized, with a system of correspondence reaching institutions of every grade annually reporting their statistics from voluntary returns with increasing fulness from year to year.

It was further apparent that the success of the undertaking would depend upon the coöperation of the officers intrusted with the care of the institutions to be embraced in the inquiry, because they alone could furnish from records and personal knowledge the information desired, and it was confidently expected that a subject so important, and from which such manifest benefits must result, would interest these persons and secure their attention to the details which its execution would require.

After due consultation with leading educators, whose experience and advice would give value to the programme by suggesting points of inquiry desirable and attainable, a division of labor was decided upon, and so much as related to colleges, professional schools, and schools of science was placed in charge of the undersigned, with ample facilities for correspondence and means for personally visiting as many of these institutions as time would allow, for the purpose of consultation with their officers and the explanation of such questions as might arise with regard to the objects, methods, and proposed results of the inquiry.

As the most effectual means for making these objects and methods known, a series of circulars, nine in number, was prepared and issued to these institutions, with the view of securing, as far as might be, a uniformity of plan in the returns. These circulars were numbered from 1 to 9, as follows:

(1) Circular stating the general plan and objects of the inquiry.

(2) Circular stating as fully as practicable the form in which the historical summaries were desired and the facts and dates that should be embraced, with tabular forms for reporting statistics of attendance, by classes, number graduated, home residence of students, &c., by single years from the beginning.

(3) Grants and endowments: Statement of the manner of reporting and forms for returning separately the following classes:

(*a*) Special public grants and endowments.

(*b*) Special public grants of privileges producing funds.

(*c*) Special grants and endowments from religious societies, corporations, and other associated benefactors.

(*d*) Individual benefactions.

(*e*) Unproductive funds and prospective revenues.

(4) Maps of grounds and plans and views of buildings, with particular directions for their preparation, with the view to their display at the Centennial Exhibition at Philadelphia and for permanent preservation in the library of the Bureau of Education at Washington.

(5) Accounts of the preparatory departments of colleges and universities, with forms of inquiry to be filled and returned.

(6) College societies, with forms for reporting statistical details, embracing the following:

(*a*) Literary societies.

(*b*) Societies for religious and moral improvement.

(*c*) Secret societies.

(*d*) Clubs and associations for recreation and physical training.

(*e*) Other societies or associations among undergraduates.

(*f*) Honorary societies.

(*g*) Alumni associations.

(7) Laboratories for instruction in chemical analysis and for original research, with nquiries to be returned.

(8) Observatories for astronomical, magnetic, or meteorological observations, with specific inquiries and tabular forms for reporting equipment, &c.

(9) Theological seminaries, with concise statement of plan, form of report, and statistical tables in blank for entering the attendance of students from States, their preparation at colleges, attendance, graduation, &c.

Of these circulars, numbers 5, 6, 7, and 8 were to be returned when filled, to afford the data for such general tabulation as the subjects would allow. No. 9 was sent only to theological seminaries and to such institutions as were known to have theological departments connected with them.

At the time when these inquiries were commenced, none of the States had proposed, through the agency of their departments of education or otherwise, to specially represent their institutions of learning at the Centennial Exhibition; but as the preparations advanced one after another took up the idea of including maps, views, portraits, and other matter relating to their educational institutions of various grades, including colleges and professional schools and seminaries, along with their other contributions to the Exhibition. It was at first hoped that a general collection of these objects might be made, as nearly uniform in their scale and size as the subject would admit, and so arranged and classified as to be readily studied and compared; but, finding the tendency to incline to separate representation by States, under the direction of State officers and separate commissions, the Bureau of Education abandoned its first intentions, and in every instance cheerfully yielded its concurrence to the modified arrangement and advised its correspondents to report their preparations for this object to the State authorities, asking, however, that a duplicate of each object printed or photographed be furnished its library for preservation. It offered, in the mean time,

to receive all such objects as were intended for exhibition, if not otherwise provided for, and place them as advantageously as circumstances would allow.

The extent, variety, and interest of these somewhat scattered but still ample contributions to the Centennial Exhibition at Philadelphia will be long remembered with pleasure by those who attended; and the published reports and catalogues afford a permanent record of their number, importance, and value. If they were scattered in many places instead of being assembled in one group, they served, nevertheless, to impress everywhere the important truth that education and science are closely identified with material prosperity and the essential elements of true national greatness and power.

With respect to the historical and statistical data desired from the institutions above mentioned, it was uniformly and earnestly requested that this information should be furnished to the Bureau of Education at Washington for publication in accordance with the plan specified in the circular. This has been done in a large number of cases. In several of the Western States, and to a limited extent elsewhere, these summaries have been printed under the direction of these institutions, or under State authority, for interchange and circulation and immediate use.

The plan of publication embraces only such institutions as are authorized by law to grant the degrees usually conferred by American colleges. It will not be practicable to observe a strict alphabetical order, or a classification by States, in printing the several summaries; but they will be taken up in such order as may be convenient, without preference of sect, class, or locality.

The authorship of each article will be given, as well in justice to their writers as to the public, the guarantee of a responsible name being always proper in works of this kind. This will not prevent the undersigned from giving such editorial supervision to the work as may be necessary in bringing the subject into conformity with the general plan; but no responsibility of this kind will be assumed in the addition of matter, either in the text or notes, without a proper indication of the fact or a citation of the authorities upon which the addition is made.

FRANKLIN B. HOUGH.

HISTORICAL SKETCH

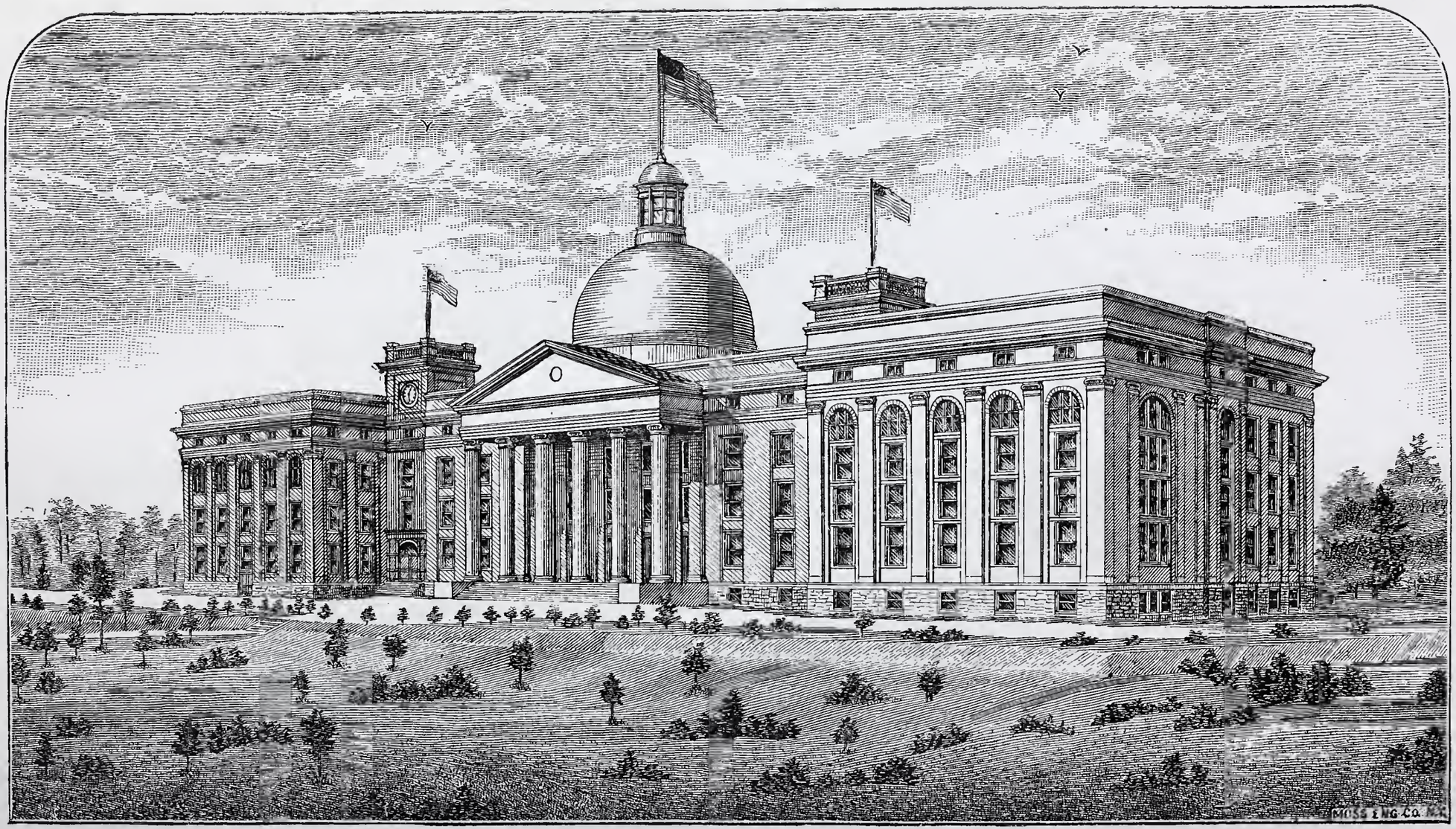
OF THE

UNIVERSITY OF MISSOURI,

PREPARED AT THE REQUEST OF THE UNITED STATES COMMISSIONER OF EDUCATION BY THE LATE

DANIEL READ, LL. D.,
PRESIDENT OF THE UNIVERSITY.

15–16



MAIN BUILDING OF THE UNIVERSITY OF MISSOURI, AT COLUMBIA, AS ENLARGED, 1883–'84.

Architects and superintendents:
H. W. Kirchner, St. Louis.
M. Fred. Bell, Fulton.

Contractor of building:
Patrick Mulcahy, St. Louis.
Contractor of steam-heating:
E. D. Meier, St. Louis.

UNIVERSITY OF THE STATE OF MISSOURI.[1]

The existence of the university is due to the liberal policy adopted by the Congress of the United States in regard to the new States upon their admission into the Federal Union.

Upon the admission of Missouri as a State, in 1820, the grant of two townships of land for the support of a seminary of learning was made by Congress in accordance with the settled policy of the General Government, and the State legislature became the trustee for the management of the land and the proper application of the funds arising therefrom. (See Appendix, note 1, p. 55.)

In the year 1839 an act was passed "to provide for the institution and support of the State University and for the government of colleges and academies." This act, drawn by Henry S. Geyer, a distinguished lawyer and afterwards United States Senator, was very elaborate, consisting of five articles, and provided for colleges and academies in different parts of the State, to be connected with the State University and to be under the visitatorial power of its curators.

This idea of a State University, with branches and subordinate institutions scattered over the State, was a favorite one with many distinguished men in the earlier history of the country, and was placed upon the statute books of many of the States, but the plan was found cumbrous and too unwieldy to be carried into practice, and was abandoned wherever projected. Besides, no adequate fund was provided for so extensive a system.

In the same year an act was passed making provision for selecting a site for the university. This act was drawn by Hon. James S. Rollins, at that time the representative of Boone County in the legislature, and who has since so honorably distinguished himself by his efforts in behalf of the institution. (See Appendix, note 2, p. 57.)

The act provided that the site should contain at least fifty acres of land, in a compact form, within two miles of the county seat of the county of Cole, Cooper, Howard, Boone, Callaway, or Saline. These were central counties of the State.

Five commissioners were appointed to select the site, viz: Peter H.

[1] This sketch by Dr. Read is printed substantially as written by him. It brings the history of the university down to the close of his own administration, July 4, 1876, and the installation of the actual president, Dr. S. S. Laws, A. M., M. D., LL.D.

Burnett, of Clay; Chauncey Durkee, of Lewis; Archibald Gamble, of St. Louis; John G. Bryan, of Washington; and John S. Phelps, of Greene.

The commissioners, by the terms of the law, were to meet in the city of Jefferson on the first Monday of June, 1839, and thereafter at the county seat of each county mentioned, to receive conveyances of land and subscriptions of money as bids. After visiting all the county seats and receiving bids as required, the commissioners were to return to the seat of government and open the bids, "and the place presenting most advantages, keeping in view the amount subscribed, the locality, and other advantages," was to be entitled to the location.

A bonus amounting to $117,900 was offered by citizens of Boone County for its location at Columbia, the county seat; the offer was accepted by the commissioners, and the university accordingly located there on the 24th of June. (See Appendix, note 3, p. 57.)

This was certainly a most remarkable subscription for that period. Perhaps no county or town in the United States, up to that time, had made so large a subscription for such an object.

This was long before those wonders of munificence in behalf of institutions of learning which distinguish the past few years had occurred, and took place at a time when there was comparatively little money in the country, and before the effect of the great financial crisis of 1837 had passed away.

The subscription of a peck of parched corn to Harvard College in the beginnings and poverty of New England has become historic. The fact that one man who could neither read nor write subscribed and paid $3,000 to the State University of Missouri is as great a marvel and as much deserves commemoration.[1]

Another remarkable fact was that there were men who actually subscribed and afterwards paid more than they were worth at the time the subscription was made.

Five young men belonging to a class in the Academy of Bonne Femme, a school a few miles from Columbia, subscribed, each, $100, and afterwards, by their own exertions, earned the money and paid their subscriptions.

The subscription of Boone County was largely due to the energy and zeal of James S. Rollins, then a young man just entering public life, an ardent friend of education—who, as already said, was the author of the bill for selecting the site—and also to the efforts of Hon. Jno. B. Gordon, an eminent lawyer of Boone County and a member of the legislature. (See Appendix, note 4, p. 58.)

It is pertinent here to state that, prior to the location of the university at Columbia, there had been established for a few years the Columbia College. This institution had a substantial brick building, two stories

[1]Edward Camplin was the name of the man who, though illiterate, did so much for education in its highest phase.

high and 26 by 60 feet. The school, with its property, became merged in the university, and its building afforded accommodation to the university until the main edifice of the latter was completed.

The lands of the grant known as "seminary lands"[1] were, many of them, situated in the county of Jackson, and among the best in the State. By an act passed in the year 1832 the legislature made provision to offer them for sale at a minimum price of $2 per acre. The result of this extremely improvident legislation was that barely $70,000, after expenses paid, were realized for these magnificent lands worth a half million of dollars. (See Appendix, note 5, p. 58.)

The sum thus originating was invested in the stock of the old Bank of the State of Missouri. When it had grown by accumulation to the sum of $100,000 the question of instituting and locating the university began to be agitated.

ORGANIZATION.

The first meeting of the board of curators, the governing body of the university appointed by the legislature (so designated in the original act of institution prepared by Mr. Geyer, and ever since retaining the name), took place on the first Monday in October, 1839, at the site selected for the university by the commissioners.[2]

The board consisted of the Rev. Thomas M. Allen, Eli E. Bass, M. M. Marmaduke, Gabriel Tutt, John T. A. Henderson, George C. Hart, John J. Lowry, Judge R. W. Wells, Rowland Hughes, Irvin O. Hockaday, Thomas West, William Lientz, and P. H. McBride.[3] After taking the oath of office as prescribed by law, they elected Judge Scott president of the board, Rev. Mr. Allen vice president, and William Cornelius secretary.

At this meeting it was resolved to proceed as soon as practicable with the erection of the principal university building, and a committee was appointed to procure a suitable plan for the same; and, as there was some diversity of opinion as to the grounds on which the building should stand, it was resolved to make the selection at the next meeting. A committee was appointed to draw up and present a code of by-laws for the government of the board and also to procure a university seal.

The meeting adjourned to meet on the 28th of the same month, at the Columbia Female Academy. At that meeting much important business was transacted. Plans for the main university building were sub-

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[1] These lands were largely what are known as "hemp lands," a term intended to designate the strongest and best soil in the rich river counties of the State.

[2] This spot was then literally in the woods, so that the meeting must have been held under the shade of a tree, with logs as the seats for the curators. This was done, doubtless, from a desire to comply strictly with the law of the legislature designating the place of the meeting.

[3] Judge McBride was a prominent man in the early history of the State, was judge of the circuit and supreme courts, and was for many years a curator of the university. He was a resident of Boone County, and died in the year 1871.

mitted, and that of Mr. H. S. Hills, who was the architect of the State house in process of erection at Jefferson City, was adopted. The vexed question as to the precise spot for the building was settled after much discussion and many votes. A building committee was appointed, consisting of Thomas M. Allen (see Appendix, note 6, p. 58), who, upon the resignation of Judge Scott, had been chosen president of the board, Eli E. Bass, and William Lientz. Warren Woodson (see Appendix, note 7, p. 59) was subsequently appointed an additional member of the committee, and as such performed most efficient service. He was also the first treasurer of the university.[1] The college building of Columbia College was, at this meeting, formally delivered over for the use of the university. This building, it should be remarked, became the property of the university as a subscription, and was among the inducements for the location of the university at Columbia. Rev. Robert S. Thomas, A. M., a professor in Columbia College at this time, was elected a professor in the State University, in which capacity he acted for many years. He was a thorough and accomplished scholar and during his life one of the most distinguished educators and faithful teachers in the State of Missouri. It was also resolved to enter into "correspondence with distinguished literary men with the view of securing a suitable candidate for president of the university." His term of office was fixed at six years, the longest period permitted by law, and his salary at $3,000. At a subsequent meeting, however, and prior to the election of a president, the salary was reduced to $2,500.

The following extract from the first report of the board of curators made to the secretary of state for transmission to the legislature and the people will show the careful manner in which that body proceeded:

On the first Monday in October (says the report) the curators met in the town of Columbia, where the university had been located, and proceeded to organize the board.

As the legislature required the curators, "whenever a site for the university shall be selected and established according to law, * * * to provide for the protection and improvement thereof and for the erection of suitable edifices thereon, so far as the money subscribed for the purpose within the county in which the site is established will extend," they accordingly appointed, without delay, a building committee to contract for and superintend the erection of the principal edifice of the university. The committee, after inviting competition by the publication of advertisements in several prominent newspapers in this and other States, contracted with four individuals for the erection and completion of the principal edifice of the university. The building, according to the contract, is to cost $74,494.

This splendid edifice (continues the report) will be prepared for the use of the State institution without touching a cent of the seminary fund or drawing a dollar out of the treasury of the State; and, when paid for, there will be left eight or ten thousand dollars unexpended of the sum subscribed by the citizens of the county of Boone

[1] The present treasurer, Mr. R. B. Price, A. M., a graduate of the university and for many years past a prominent banker in Columbia, has been a most faithful friend of the institution; he has managed its finances with ability and has rendered the university important services by securing safe investments for its funds.

UNIVERSITY OF MISSOURI, COLUMBIA.

President's dwelling. Main building. Observatory. Science Hall.

to procure its location in their county, which sum it is contemplated to expend in the erection of professors' houses, dormitories, beautifying the grounds, &c., as far as the sum will extend; and which is all the curators will have, by authority of law, to employ in that way, unless the legislature would authorize the sale of the real estate donated by the citizens of Boone County for the benefit of the university, and the proceeds thereof to be applied in aid of the objects above specified.

On the 4th day of July, 1840, about one year from the location, the cornerstone of the present principal university edifice was laid with great pomp and ceremony. The address on the occasion, said to have been most impressive and eloquent, was delivered by Hon. James L. Minor, of Jefferson City. (See Appendix, note 8, p. 59.)

At the meeting of the board held October 29, 1840, the late John H. Lathrop, LL. D., then a professor of Hamilton College, N. Y., and who had already won a high reputation as an accomplished college officer, was elected the first president of the university.

November 16 following he accepted in these words: "I accept, gentlemen, the place offered me, with a mind open to the greatness of the trust I thereby assume and with the full determination to pursue, with zeal, fidelity, and the ability God has given me, the high and valuable end for the accomplishment of which the appointment has been made." (See Appendix, note 9, p. 60.)

It is proper to state that the Rev. John C. Young, D. D., president of Centre College, Kentucky, had previously been elected, but declined.

The first class, consisting of two members, graduated in 1843. Although the institution was reasonably flourishing, few students reached the attainments required for graduation. This is, in fact, a usual condition in our western institutions of higher education, nor is the amount of good which they accomplish to be measured by the number of those who complete the full course and attain graduation.

In the year 1849 Dr. Lathrop resigned his position as president of the university.

The Rev. James Shannon, LL. D., became his successor, and continued president six years, with an increased number of students. (See Appendix, note 10, p. 60.)

Prof. W. W. Hudson succeeded Dr. Shannon, and in less than three years his administration was terminated by his death. (See Appendix, note 11, p. 61.)

B. B. Minor, esq., then of Richmond, Va., was elected president, and continued in office less than two years, when, in the troubles of the civil war, the institution was suspended and its buildings were occupied by United States troops.[1]

[1] Benjamin B. Minor, L. B., the fourth president, was elected in 1860, and was inaugurated at the opening of the session, October 2, of that year, and immediately entered upon duty. He was a graduate of the law in the Virginia University, had been the principal of a female academy, and subsequently the editor of the Southern Literary Messenger at Richmond.

THE UNIVERSITY DURING THE WAR.

The troubles growing out of the secession movement commenced soon after his administration. At the breaking out of the war there was great excitement in this portion of the State and some of the professors and students left their posts to engage in the war. The university buildings were soon afterwards occupied by Federal troops, and, the number of students being greatly reduced and the means of paying salaries uncertain, it was thought best by the curators to close the institution. Accordingly the seats of all the professors were declared vacant March 20, 1862, and their salaries discontinued.

Preceding this action of the board, the following military order had been issued by Major-General Halleck, the commander of the department:

HEADQUARTERS DEPARTMENT OF THE MISSOURI,
St. Louis, February 3, 1862.

1. The president, professors, curators, and other officers of the University of Missouri are required to take and subscribe the oath of allegiance prescribed by the sixth article of the State ordinance of October 16, 1861, and to file the same in the office of the provost marshal general in this city. Those who fail to comply with this order within the period of thirty days will be considered as having resigned their respective offices, and if any one who so fails shall thereafter attempt to obtain pay or perform the functions of such office he will be tried and punished for military offence. This institution having been endowed by the Government of the United States, its funds should not be used to teach treason or to instruct traitors. The authorities of the university should therefore expel from its walls all persons who by word or deed favor, assist, or abet rebellion.

The board of curators took the following action as to the officers in their service in reference to this order, and with the results below given and recorded:

WEDNESDAY, *March* 19, 1862.

By the Board of Curators:

Resolved, That the president, professors, and other officers of the university be requested, each of them, to submit respectively a written statement as to whether they have or have not taken the oath directed by Order 29 of General Halleck, at our meeting at 4 o'clock to-day.

Responses were received from Benjamin B. Minor, president of the university, John H. Lathrop, professor of English language, &c., George H. Matthews, professor of ancient languages, &c., Joseph G. Norwood, professor of natural sciences, stating that they had severally taken the oath as prescribed by General Halleck, and from Walter T. Lenoir, treasurer, submitting a statement of his accounts, stating that he had not taken the oath as directed and tendering his resignation as treasurer.

On the next day the resolution vacating the chairs of the president and professors was passed, thus suspending the operations of the university, in these words:

Whereas the university is indebted to the president, professors, and tutor of it in the sum of about $7,000 and is without the means to pay it or any part of it, and also without any prospective means of paying all of said officers for future services: Therefore,

Be it resolved, That the offices of president, professors, and tutor be, and the same are hereby, discontinued, and that the salaries of the same cease from and after the date of the adoption of this resolution, and that the treasurer refund to the pupils now in attendance the proportion of the tuition fee paid by them for the unexpired part of the term.

In November succeeding, the university was again opened in the manner and for the reasons stated in the following record of the board of curators, and the provisional action herein indicated was subsequently ratified by the board:

FRIDAY, *November* 14, 1862.

To the Board of Curators of the University of the State of Missouri:

The committee appointed to digest and prepare business for the action of the board beg leave to submit the following report:

Whereas it has become desirable, from the more pacified condition of the country and with an eye to the probable action of the coming session of the general assembly on the, to us, vitally important subject of the disposition of the munificent grant of land by Congress to this State for the endowment of an agricultural school, that the university should be open for students; and whereas, there being no quorum present which can, under the organic law of the university, do what is necessary to be done in order to accomplish that object, the board doth therefore, provisionally, in view of the exigencies of the situation and subject to the ratification or disapproval of a fuller meeting of the board, resolve—

"1. That the offices of professor of English language and literature and professor of ancient languages and literature be, and the same are hereby, revived and continued for the session hereinafter provided for.

"2. That John H. Lathrop, LL. D., be, and he is hereby, elected professor of English language and literature, and George H. Matthews, A. M., be, and he is hereby, elected professor of ancient languages and literature; and that they be required to distribute among themselves such studies, outside of their respective departments as heretofore defined, as the wants of the students may require.

"Dr. Lathrop is also constituted chairman of the faculty, and as such is required to exercise an oversight of the buildings, grounds, and property of the university."

In 1863 Dr. Norwood was reappointed professor of natural science, and the teaching force was further augmented by the appointment of two tutors.

In this year (1863) there was one graduate, in the next year two, and in 1865 five.

REORGANIZATION.

At the July meeting of the board in 1865 (although no quorum was present, the action was subsequently ratified in a full meeting) the faculty was reorganized by the appointment of John H. Lathrop, LL. D., as president; Joseph G. Norwood, M. D., professor of natural science (see Appendix, note 12, p. 61); Carr W. Pritchard, professor of mathematics, and George H. Matthews, A. M., professor of ancient languages (see Appendix, note 13, p. 62).

Mr. Pritchard having declined to accept the chair of mathematics, Joseph Ficklin (see Appendix, note 14, p. 62), who had before acted provisionally as professor under the authority of the executive committee, was, at the December meeting, elected to the chair. Under this organ-

ization the work of the year was conducted. The death of Dr. Lathrop occurred after the expiration of the session of 1865–'66.

When the board was soon after called together upon this grave emergency, the name of Dr. Daniel Read, then a professor in the State University of Wisconsin, and whom Dr. Lathrop had upon a previous occasion strongly recommended for the place of president, was presented and canvassed. The occasion was considered by the board as a turning point in the history of the university. Almost everything depended upon the president to be elected. A mistake now, in the exigency of existing circumstances, would prove fatal. The state of party feeling in Missouri, the financial condition of the university, the number of students, and with old prejudices, required in its presiding head experience in public life, in financial matters, and in university organization, and at the same time prudence and indomitable industry and energy. Could these qualities be found in any one man; and, if so, could the man be had? In addition to the strong expressions of Dr. Lathrop in favor of Dr. Read, there were other recommendations from the highest national sources, and in such terms as to preclude doubt or hesitancy, if his services could be secured.

Dr. Read was unanimously elected, at the meeting of the board referred to, after the most careful consideration and with the declaration on his part, in emphatic terms, that neither party, nor sect, nor section was to be considered in the administration of a State university, nor would be, nor ever had been, in any administration or action of his own in other States. (See Appendix, note 15, p. 62.)

It is to the credit of the board that in these times of extreme party bitterness, as was then the case, they elected a man with such declarations; nor is it discreditable to Dr. Read that, when in his administration urged to declare himself in favor of the party then in power as a means of carrying the university appropriation, he utterly refused to do so, even to secure what seemed great advantages.

With Dr. Lathrop's last official term ends the history of the university under its organization as required by the constitution of 1820 and the legislation growing out of that requirement. The university had existed for a period of twenty-five years under the form of the college of arts, or old fashioned college, including also preparatory students, as was necessary in a new western institution, and also students in partial courses. It had encountered various vicissitudes, the bank stock constituting its endowment sometimes yielding very small dividends, and even at times none at all. Yet, during this period there was substantial progress; an educational atmosphere was created; valuable material for scientific and literary studies was collected; many useful lessons as to the administration of such institutions had been learned. While there is much to regret connected with the history of portions of this period involving personal and political feuds uncongenial with literary pursuits or studious life, these are too often incident to new

institutions starting in a new country, and which, when they pass away, like certain diseases of the human body, do not make a second attack. The number of students who had graduated reached nearly two hundred, while a much larger number acquired the education which fitted them for important positions in society.

During all the period of which we speak the State did nothing whatever for the institution beyond appointing its curators, yet paying them from the university fund, although urgently requested to do so at each successive meeting of the general assembly. However needy the institution, the State did not make good even the deficit which occurred through State management. Far less did the State make up for the waste of a great and beneficent grant, designed for the good of her own people, which, with the ordinary care and forecast of a reasonably prudent trustee, would have afforded an ample endowment for the university. (See Appendix, note 16, p. 63.)

This is a simple statement of facts due to the verities of history.

When Dr. Read came on the ground with a view of determining his course of action as to accepting the position to which he had been elected, he found the university largely involved in debt; its officers paid in university warrants, inconvertible, or only convertible at a large discount for cash; the payment of the income of the endowment fund suspended during the process of the conversion of the bank stock into United States bonds, as required by the new State constitution; the university building greatly defaced and injured in consequence of its occupation by the United States troops, and some of the rooms unfit for use; the roof leaky and the plastering fallen from the ceilings of many of the rooms. The fences around the university campus were in a dilapidated condition. The chimneys of the president's house and portions of the walls stood mournful mementoes of the conflagration which had destroyed the house.[1] Upon the first week of the session not a single student appeared to matriculate, there being a county fair in the neighborhood, and on the second less than forty came forward for that purpose.

There was still another difficulty yet more formidable. It was apparent that, in the fierce contest and bitterness of feeling which followed upon civil war, the successful party was in special political antagonism to the majority of the people where the university was located; and, though having full control, directly or indirectly, of every position in the institution, seemed disposed to involve it in the common lot of its locality. Doubtless this feeling was, to a greater or less extent, reciprocated. In this condition it was evident that great prudence as well as firmness would be required. (See Appendix, note 17, p. 63.)

[1] The house was burned by accident, in consequence of a defective flue, while in the occupancy of Dr. Lathrop, who, with his family, had barely time to escape, it being in the night and the wind high. The private papers of Dr. Lathrop were destroyed, and also many university documents, embracing especially faculty records.

After making known his views to the board of curators in a report and before the legislature in an address, stating in very strong terms the utter inadequacy of the existing funds for the support of such an institution and presenting facts and statistics on the subject, Dr. Read returned to his former field of labor to await the action of the legislature, and with the understanding and pledge that if there should be favorable action toward the support of the university and its proper recognition he would in that case make his acceptance final and take charge of the institution.

The action of the legislature was favorable. An act was passed giving $10,000 for rebuilding the president's house, which had been consumed by fire, and making also an annual grant of $1\frac{3}{4}$ per cent. of the State revenue, after deducting therefrom 25 per cent. already appropriated for the support of common schools; and his acceptance thereupon was made final before the board of curators April, 1867. (See Appendix, note 18, p. 64.)

From this time commences the history of the university under new and, it is to be hoped, better conditions; from this period dates the first State aid ever rendered the institution. It is henceforth to be the University of the State of Missouri, established and maintained according to the requirements of the constitution with the departments as therein specified.

If it shall be thus maintained, the history which it will make for itself in the coming years will be one of greatly increased honor and usefulness. The institution, in entering upon a new phase of its life, succeeds to all the benefits of its past existence. As in the case of the individual, the life is the same, but under new conditions.

GENERAL PLAN.

The general plan, adopted by the board of curators upon the recommendation of Dr. Read, was intended to meet the actual condition and educational wants of the people of Missouri, and was as follows, viz:

1. To retain substantially the usual college curriculum for those who desire that course.

2. To enlarge and perfect the scientific course.

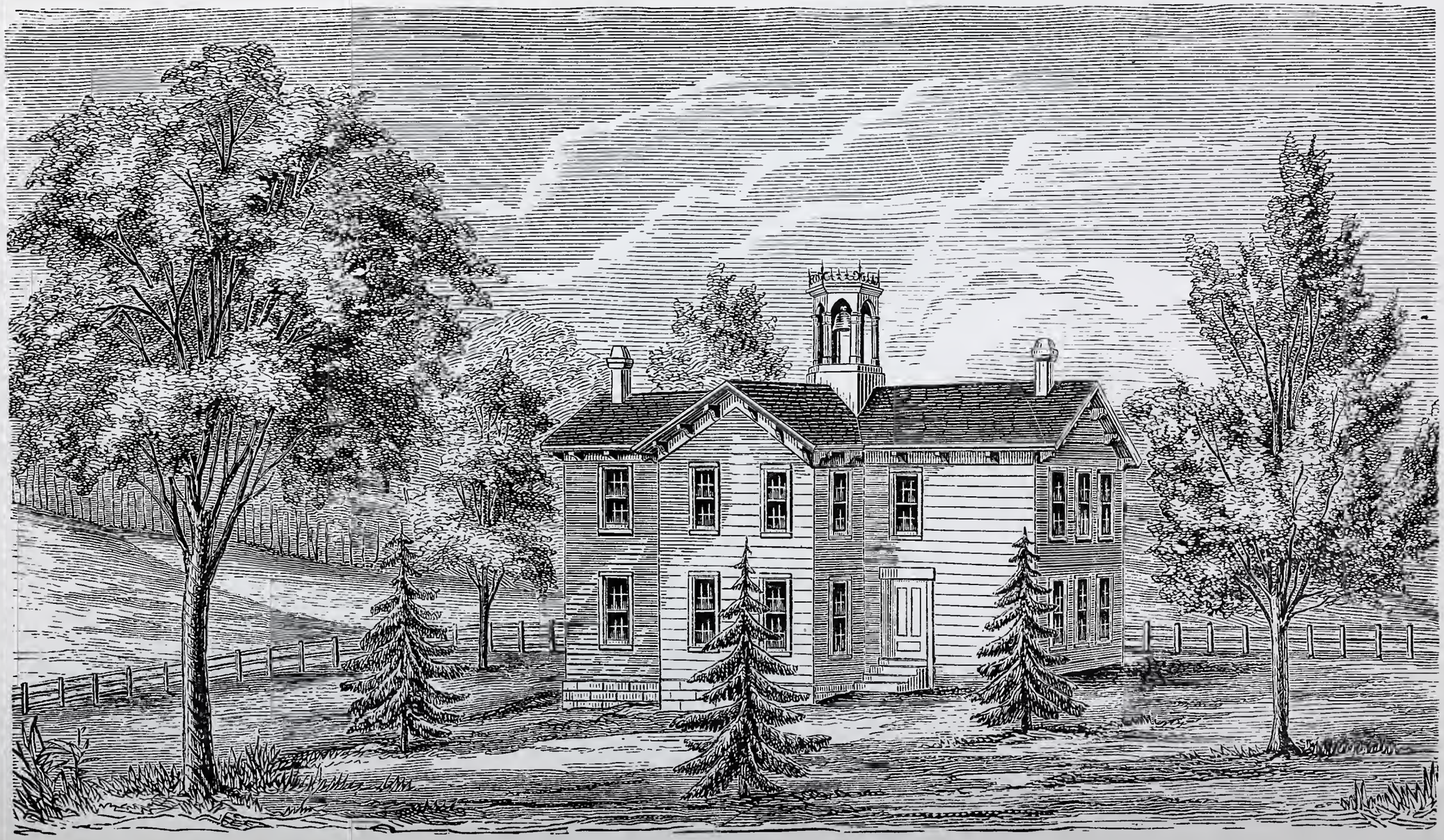
3. To establish and maintain the College of Agriculture and Mechanic Arts, which, in addition to instruction in agriculture, horticulture, &c., with the appropriate exhibitions and experiments (including military tactics), shall embrace (1) a school of engineering, (2) a school of analytical chemistry, and (3) a school of mining and metallurgy.

4. A normal school.

5. A law school.

6. A school of preparation for other departments. This will be necessary in the present condition of education in the State and may form a part of the normal school.

7. The university to be expanded by instituting colleges of applied science or professional departments, as its means will permit or the wants of the State demand.



THE ENGLISH AND ART SCHOOL, COLUMBIA, MO.

8. The constant annual accumulation of the materials of education, as books, apparatus, cabinets, models, &c.

9. The different departments of instruction to be so adjusted to each other and dove-tailed as to economize labor and material, and thus render the instruction most effective to the largest number, and save means for the enlargement of the university and the increase of its facilities.

10. A judicious economy in all departments, that there may be improvements in all, and the accumulation, year by year, of those educational means and appointments which belong alike to all departments and increase the general prosperity.

This plan has been strictly adhered to, and was framed with a view to the requirements of the State constitution and also the national land grant of 1862 for the benefit of colleges of agriculture and the mechanic arts. It may also be stated that the idea as to admission was that the age of students should be not less than sixteen; and as to scholarship, that the university should begin its instruction where the high school leaves off, thus forming a homogeneous system of public education. This was the idea, to which there is as rapid adaptation as circumstances will permit.

THE UNIVERSITY ORGANIZATION.

In pursuance of this plan the university is organized with the following departments or colleges, established from year to year, as the means of the institution would permit:

I. *The college proper.*—This department has been retained, with as full and complete a course in the classical and modern languages, in mathematics, in literature, and in the natural sciences as is known in our American colleges.

The studies are adjusted in four courses, viz, those of arts, science, letters, and philosophy, so as to allow as large a liberty of choice as to studies as may be consistent with the college idea, and at the same time award an appropriate degree according to the course pursued.

The professional schools now forming a part of the university are the following:

II. *The Normal or College of Instruction in Teaching.* Opened September, 1868.

III. *The Agricultural and Mechanical College.* September, 1870.

IV. *The School of Mines and Metallurgy, at Rolla.* November, 1871.

V. *The College of Law.* October, 1872.

VI. *The Medical College.* February, 1873.

VII. *The Department of Analytical and Applied Chemistry.* May, 1873.

DEPARTMENTS STILL CONTEMPLATED.

In the progressive development of the institution there are still other departments needed in order to make a complete and well rounded university of liberal and practical education. Among these are—

(1) *The College of Mechanical Arts.*—It is due the mechanics of the State that they should be recognized in the university system of the State, and that instruction pertaining to the mechanic arts should be furnished them. Besides, the congressional land grant was equally for the benefit of a college of mechanics and agriculture. Nothing has been done in this direction for the want of means, and in this we are behind.

(2) *A College of the Fine Arts*, embracing drawing, landscape gardening, &c., auxiliary to other departments, and also for independent students in the arts of design. All art collections would properly belong to this department.

(3) *The Department of Engineering*, for special and professional instruction.

(4) *Provision for architecture and construction* must also be made as a part of an industrial system, without which an important branch of practical and æsthetic culture is wanting.

THE GREAT STRUGGLE.

This was upon the question of the dispersion of the means of the State for higher education upon different institutions in different parts of the State or the concentration of these means upon one university with different colleges or departments.

The question arose upon the disposition of the congressional land grant of 1862 for the benefit of agricultural and mechanical colleges, and was most zealously discussed from the time of the acceptance of the grant by the State legislature, March 17, 1863, until the final vote on the subject, February, 1870, a period of seven years. (See Appendix, note 19, p. 65.)

The friends of concentration finally prevailed, and the proceeds of the land were given over to the curators for the benefit of the required institution.

This ended a struggle more bitter and longer continued than that had in any other State as to the disposition of the congressional grant. It is believed that the discussions before the legislature, in the newspapers, in lectures, and before the people, which this protracted contest gave rise to, have already tended to educate the people of the State in the true idea of a university. Could all these discussions be collected in a volume, it would constitute one of the most valuable documents which have yet appeared on the method and scope of university education.

BONUS FOR LOCATION.

By the act locating the Agricultural and Mechanical College in connection with the university, Boone County (in which the university is situated) was required, as a condition of the location, to give $30,000 in cash and six hundred and forty acres of land for the use of the university. Commissioners were appointed by the act to see that the conditions of the location were fully complied with on the part of the State, and to accept the money and title deeds to the land if approved. The commissioners met, and after careful examinations reported that the required conditions were honorably complied with, and thus the final act of location was accomplished.

The land (with its improvements and being near the town) cost the county $60,000, which, with the cash gift of $30,000, makes the total $90,000. The county court, with almost perfect unanimity on the part

AGRICULTURAL COLLEGE FARM-HOUSE, COLUMBIA, MO.

of the people, ordered the issue of $80,000 in 10 per cent. bonds, and the people of Columbia, $10,000 in like bonds, the whole being in value equal to cash.

On the land are several houses, one of them being a very elegant mansion worth $20,000, which has proved of immediate use to the university for the accommodation of students. There are also on the grounds two large vineyards in a complete state of cultivation.

It is a noble domain, affords every variety of soil, is sightly, well watered, and with some improvements will not be surpassed, if equalled, by any other agricultural college farm in the United States. Gentlemen from other States, of high scientific attainments as well as agricultural and horticultural tastes, are most enthusiastic in praise of the selection.

It is to be borne in mind that, by the terms of the law, this land can never be alienated or converted to any other uses than those for which it was given. It remains to the State forever, for the high purposes of scientific and agricultural education.

THE AGRICULTURAL COLLEGE.

No time was lost in the establishment of this department after the location was made.

Before a dollar had been received from the land grant, the curators proceeded to elect a professor of agriculture (Hon. George C. Swallow, late State geologist), and also to appoint a superintendent of the farm and a horticulturist. The expenses were paid from the general university fund. (See Appendix, note 20, p. 65.)

At the opening of the university session, September, 1870, classes were organized in the science of agriculture; they were taken to the field to perform operations illustrating principles which they had learned in the lecture room, and a labor system was organized.

For the ordinary branches, as the English language, book-keeping, algebra, geometry, surveying, chemistry, &c., provision was made for them in classes already existing in the university.

The number in this department was, the first year, 26. In the second year the number was 58, and in the next year 138. Besides, the effect has been most excellent upon the whole body of students in diffusing agricultural knowledge and cultivating rural tastes.

Herein, indeed, is the great advantage of an aggregation of different schools or colleges in one university. Each separate school has its influence upon all the associated schools. There is created an emporium of learning, where students, by their very association, by the atmosphere created around them, participate in the benefits of even the departments to which they do not belong, and thus become broader and better and more knowing men — men better fitted for the world as it now exists.

The next step of progress made was the erection of

THE SCIENTIFIC BUILDING.

The cornerstone of this building was laid on the 28th of June, 1871, and it was in part ready for occupation and use at the opening of the next session, September 16, 1872.

One of the first wants of an agricultural college, manifestly, is a laboratory for chemical analysis. Chemistry is the very grammar of the natural sciences. The scientific agriculturist must understand the soil he is to deal with and the fertilizers he is to use. The very idea of practical scientific education is that the student is himself to go into the laboratory and do the work of chemical analysis. He is both to know and to do. This is, in fact, the only way to assure his knowledge and make it a permanent and useful profession. He is to do field work and laboratory work. He is to understand apparatus and reagents, instruments, and machinery by their use, not merely in the hands of his professor, but in his own hands. He is to have the means and opportunity of making experiments for himself. Hence the practical scientific institutions are more expensive in their equipments than the old fashioned college.

The erection of the scientific building could not be deferred. It was the first step. The plan of the building will, it is believed, prove most satisfactory, both in its architectural style and in its general accommodation. It contains the chemical laboratory, both general and analytic, the lecture room, and other necessary appurtenances on the ground floor. There is a basement for furnaces and other uses of the laboratory. On the second floor is the lecture room of the professor of agriculture, with space for the botanical and geological collections. In the third story of the main building there are rooms for the professor of natural philosophy, including those needed for his various kinds of apparatus. The hall projecting from the main building in the third story is required for collections in natural history.

The cost of this building is, with its furniture and necessary equipments, over $60,000.

There is no expense of mere architectural display. Its space is all for useful and necessary purposes, and it has been said that there is not the loss of a square foot of room in the building.

It is the design of this school to give an education that will fit the pupil for intellectual and manual labor; to make him a man in body and mind, that he may enjoy the mens sana in corpore sano. Our graduates must be the peers of scholars in mental culture and the equals of laborers in manual skill and physical development, that they may be prepared to honor labor and utilize and dignify learning. To do this, one must have a thorough knowledge of his profession and be able to do his work with skill and care.

The first and highest employment of man is to cultivate the soil: to feed and clothe the world. To do this well has been the ambition of the

great and good of every land. The increase of population and the multiplied demands for the products of the soil must render this department of human industry more and more prominent, lucrative, and honorable.

It is therefore eminently appropriate for this college, located in the midst of the best agricultural region of the continent, in which the populations of the earth are concentrating with unprecedented rapidity, to invite our youths to such a collegiate course of study and labor as will best fit them to develop the agricultural and mechanical resources of the State, and meet the coming demands upon their capacities. For such an education the people must learn two things:

1. What to do and how it should be done.
2. To acquire the manual skill to do it and do it well.

To know what and how, is the *science*. To have the manual skill, is the *art*. To get the science, the pupil must study. To get the art, he must work. Our industrial college, then, must be a school of *labor* as well as *study*. But how much study and how much labor are questions not definitely settled, but only capable of being stated in general terms.

The pupil must study until he knows what should be done, why it should be done, and how. When this is done, the intellectual division of an industrial education is finished.

The pupil must labor until he can do all farm work with skill; and when this is accomplished the manual division of an industrial education is finished.

Whatever is more than this has no more place in an industrial school than in any other. It is not the idea of our school to furnish a place for pupils to work, but a place where they may learn to work as well as learn to think.

But what shall the pupil do? Everything that is done on the farm, in the garden, orchard, and nursery.

Who shall direct the labors of the pupils? He who says what is to be done, why it should be done, and how, is the one to see that it is done and well done. Then the teaching and the practice will agree; science and art go hand in hand. This will prevent the introduction of many useless and impracticable theories. When one teaches merely, he can advance many beautiful theories for others to practise; but when he is expected to carry out his own suggestions, he will be more cautious, take more care that his instructions will bear the test of actual experiment.

HORTICULTURAL DEPARTMENT.

As the ladies of Missouri have done so much to create a taste for the culture of fruits and flowers and ornamental grounds, it is but just the Commonwealth should provide a school where their daughters as well as their sons may perfect themselves in these delightful pursuits. All necessary fixtures will be provided to make this department of the industrial college most useful and instructive.

The ladies are therefore invited to partake of the benefits of this horticultural course, where everything will be so managed as to awaken and cultivate the most refined and exalted tastes.

The first class in this department was formed during the past year. It consisted of 19 young ladies and 5 young gentlemen, besides a large number of the agricultural students; 24 completed the course and received diplomas.

THE SCHOOL OF MINES.

It is to be borne in mind that the School of Mines, though forming an integral part of the university organization and to be under the same control, by the act of the legislature disposing of the congressional land grant for an agricultural and mechanical college, was to be located, under certain conditions, in the mineral district of Southeast Missouri which should give the greatest available amount of money and land for the purposes of the proposed school.

The only counties which made bids under the law in order to secure the location of the school were Iron and Phelps.

The committee of curators appointed to locate the school reported the total value of the bid of Iron County at $113,500 and that of Phelps at $130,545, making a difference in favor of Phelps County of $17,045; and, being limited by the terms of the law, they accordingly located the School of Mines and Metallurgy at Rolla, in the county of Phelps.

The board of curators acted in reference to this school with the same promptness and energy that they had done in putting into operation the Agricultural College. More difficulties were to be encountered, as in this case everything was to be done. There were neither professors in general science, nor books, nor apparatus, nor buildings.

The first thing to be done was to select a director of the school. The president of the university and a committee of the board were appointed to make the selection. After the most careful inquiry and personal consultations with some of the first scientific men of the country, Prof. Charles P. Williams, then a professor in Delaware College and State geologist, and having a very large experience in practical chemistry, in mining, and metallurgy, was chosen.

The institution was formally opened November 23, 1871; the first class of three members graduated in June of 1874, having completed the full course.

The design of the School of Mines and Metallurgy, in connection with the Agricultural College, is to carry out to its amplest extent the intention of the act of Congress providing for education in the industrial arts. This has been kept prominently in view in arranging the curriculum of the school, in the selection of its apparatus, in providing its equipments, and in the organization of its faculty. It is a school of technology, with civil and mining engineering and metallurgy as special-

SCHOOL OF MINES AND METALLURGY OF THE UNIVERSITY OF MISSOURI, ROLLA, PHELPS COUNTY, MO.

ties. The curriculum of studies is as ample as that of the best schools of this class in the country.

The school is well furnished with apparatus, instruments, and other appliances for practical instruction and demonstration. It has a full supply of excellent surveying and engineering instruments and physical apparatus, embodying the newest forms for illustration and research, together with diagrams and models for the illustration of metallurgy, and for engineering, topographical, and ornamental drawing. The geological, mineralogical, and technical collections are all rapidly increasing and are already rich in specimens and products illustrative of the mineral industries of Missouri. The laboratories for analysis and assaying have been increased in working capacity, and are amply furnished with apparatus and reagents necessary for practical instruction and for any line of chemical or metallurgical research. The library has been selected with special reference to supplementing the labors of the class and lecture rooms, and consists, therefore, largely of standard reference works on the physical sciences, mathematics, and technology. A good selection of technical periodicals is supplied to the reading room, and strong efforts will be made to keep the collection of these and of the books up to the progress of the several departments. The same may be safely promised for the apparatus, collections, models, and other adjuncts to the proper working of a school of this character.

The class and other rooms of the building[1] are comfortably furnished, well lighted, and well ventilated, and are heated by hot-air flues from furnaces in the basement. The first floor is occupied by the analytical laboratory, the chemical lecture room, and the room of the professor of geology. On the second floor are the public hall, the office, library, reading and the mathematical rooms, and in the third story are the engineering rooms, those of the professors of applied mathematics and English, and a large drawing room. The basement contains the assay furnaces and other appliances for metallurgical work.

The professional degrees awarded are civil engineer (C. E.), mining engineer (M. E.), and bachelor of philosophy (PH. B.). Students not candidates for degrees or special students are admitted at any time and are allowed the fullest liberty in the selection of their studies, provided always that such shall have the equivalent of at least sixteen recitations weekly. To these classes of students certificates of proficiency are granted on satisfactory examination being passed. These certificates or the diplomas are issued only at the public commencements.

The school has made a most favorable impression on the public for the extent and excellence of its instructional work, both theoretic and

[1] The mining school building was erected by the town of Rolla as its public school building, and was purchased at a large sacrifice upon the original cost from the town by the curators of the university for the use of the mining school. The building is new, of excellent architectural taste, substantial, and of such internal arrangements as to be readily adapted to the purposes of the school.

practical, and only experienced teachers have been selected as professors and teachers.

It is a matter of extreme regret that the cash subscription of Phelps County, consisting of $75,000 (10 per cent. bonds of the county), has not been paid, a decision of the supreme court of the State having been obtained against the validity of the issue of these bonds. It was a great misfortune to the mining school that Phelps County failed to make good these bonds. All other counties in the State making similar subscriptions having met their obligations, it is to be apprehended that until the consideration which procured the location of the school shall be met the legislature may not extend the aid required for its proper support.

To meet the exigency of the decision of the court and the consequent non-payment of the bond, the legislature of 1875 granted an appropriation of $5,000 to the school, and required the board of curators of the university to elect a professor of geology in the school, who should also be the State geologist. The school also, under the authority of law, receives an additional $5,000 from the geological board in aid of the geological survey, making a State appropriation of $10,000.

LAW COLLEGE.

The long contemplated law college was formally opened for instruction on the first Monday of October, 1872, under Judge Bliss, late of the supreme court of the State, as its dean or head. The inaugural occasion was celebrated by the attendance of a large ecclesiastical body then in session and of a numerous audience of citizens, with addresses by President Read, Judge Bliss, Hon. Boyle Gordon, and Hon. James S. Rollins.

The instructions of the session were given by Judge Bliss, Professor Gordon, Dr. Read, and by a series of lectures by Judge Kelly.

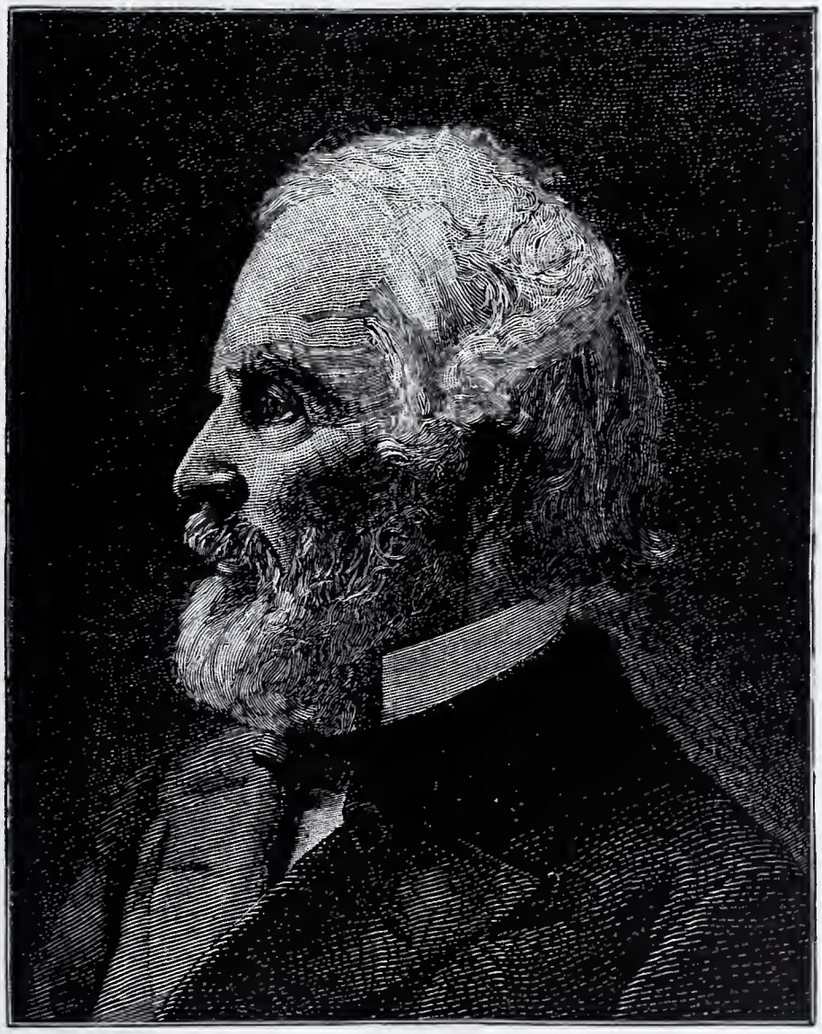
The moot court has been regularly held on each Saturday, and a law society was organized, and each week has had its meetings for the discussion of legal questions.

The college is on a firm basis and may be commended to the students of law as one of the best institutions of the country.

The law term commences on the first Monday of October and ends the last week in March. The full course is two years and embraces the various branches of the common law and of equity, commercial, international, and American and English constitutional law, criminal and Federal jurisprudence.

The mode of instruction is by daily examinations upon the text books, by daily lectures upon special titles, and by the exercises of a moot court.

The text books upon constitutional law for both junior and senior years are Creasy's English Constitution and Kent's Constitution of the United States (Com., vol. 1), with constant reference to Hallam and May and



JUDGE BLISS, DEAN OF THE LAW COLLEGE.

other authors upon that of England, and to Story and others, as well as judicial decisions, upon that of the United States. The text book upon international law which the student is required to study is Kent's Commentaries, vol. 1, but constant reference is had to Wheaton, Halleck, and others, and to questions that have recently arisen in our diplomatic relations. Upon these subjects instruction is given both by examinations and lectures.

The text books upon municipal law used in class examinations are Blackstone's Commentaries, Kent's Commentaries, Smith on Contracts, Parsons on Contracts, Addison on Torts, Greenleaf's Evidence (vols. 1 and 2), Stephen on Pleading, Bispham's Equity, and Parsons on Bills and Notes.

Immediately after the senior class has concluded Stephen on Pleading, Judge Bliss delivers a course of lectures upon code pleading, following somewhat the method of Stephen and showing the changes that have been made in the different States adopting the new system. He also lectures upon legal ethics, upon extraordinary remedies, and other subjects.

MEDICAL COLLEGE.

This college was formally opened on the 15th day of February, 1873, with addresses by Dr. Read in purely inaugural statements; by Dr. William H. Duncan (see Appendix, note 21, p. 65), on the sphere and progress of medical science; and by Dr. Arnold, on the plan of the school and the proposed methods of instruction.

A science so extensive and requiring such thoughtful attention, it is believed, it is impossible to acquire by short courses of lectures during a few months of the year and at the rate of half a dozen lectures or more a day, affording little or no time for reading up subjects or for deliberate thought.

It is designed to remedy this capital defect in medical education and to afford opportunity and encouragement for earnest and protracted study and examinations.

Dr. Norwood's lectures embrace more fully than is usual in such a course the subjects of anatomy and physiology, and, like all the other lectures, are given to both the classes, so that each student, so far as lectures are concerned, attends substantially the same course each year. The necessary models and preparations are provided and the course is unusually thorough.

GENERAL PLAN OF INSTRUCTION.

The plan of instruction is designed to be the same as that pursued in the University of Virginia. The length of the sessions (nine months) renders it practicable to distribute the branches taught among a limited number of teachers, and enables them at the same time to present the various subjects in their natural order and succession. For example, the elementary branches, anatomy, physiology materia medica, and

general therapeutics are taught for the first half session; after which, if the student is found prepared for it, he is allowed to pass to other and higher branches, which are taught during the last half term. Chemistry is taught throughout the college year.

The student is thoroughly drilled each day by examinations upon the lectures of the previous day and by recitations from the text books. By this method of teaching it is claimed that we avoid the process of cramming, a deleterious practice too prevalent in the general system of medical education. We believe that the proposed method of teaching will do more to elevate the standard of medical education and exalt the dignity of the profession than any other measure that could be adopted.

Besides the ordinary instruction in chemistry a special course will be given to advanced students in pharmacy and toxicology, the material and appliances for teaching which are not excelled by those of any institution in the United States.

The student will also be taught the use of the microscope, especially in relation to pathological studies.

Other features are the course of instruction in botany and the attention given to comparative anatomy and comparative physiology, branches of knowledge essential to every accomplished physician.

A full course of lectures is given on medical jurisprudence to the classes in law and medicine. When necessary for the more complete understanding of the subject the lectures are illustrated by the use of accurate anatomical models.

This department is now splendidly equipped with models in clastic and papier mâché, plaster casts, drawings, and other appliances for the illustration of the lectures on anatomy, surgery, and physiology.

Among the many valuable preparations for demonstrating anatomy and surgery received recently is Dr. Auzoux's clastic man, a complete and accurate model of the male human body. The figure is five feet ten inches in height and is composed of ninety-two separate parts, which may be detached from one another. It exhibits over two thousand details of the viscera, muscles, nerves, blood vessels, &c.; in short, all that is usually embraced in a complete treatise on anatomy.

A model to which we deem it proper to call especial attention is Dr. Auzoux's synthetic preparation of the brain, which exhibits the texture of that organ upon an immensely magnified scale. Designed in conformity with the new anatomical indications furnished by Dr. Luys, this model presents a résumé of all the researches of ancient and modern anatomists. It enables the student to follow the nerve fibres throughout the nerve mass, and thus to comprehend the mechanism by which external impressions arrive at any given point in the brain and also by which volition transmits its influence to the various parts of the body. This entirely new method of studying the brain opens an immense field for the researches of physicians and philosophers.

The models of the eye and ear are greatly enlarged and very accurate, showing the complete structures of these organs as described by modern anatomists.

The preparation of the head is most admirably executed. The bones are disarticulated and mounted according to the method of Beanchini.

Besides these invaluable models and preparations, we have a complete set of the German anatomical models in plastic made at Leipzig.

Every facility is afforded the student for the study of practical anatomy. Adequate provision is made for a supply of subjects sufficient for any number of students. The dissecting rooms are open during the whole winter season, where, under the guidance of the demonstrator, the student may by dissection acquire a practical knowledge of the structure of the human body in all its parts.

The degree of doctor of medicine is conferred upon such students as prove their fitness to receive it by rigid and searching examinations, conducted by a committee of three physicians, to be appointed for that purpose by the district medical society and independent of the faculty of the school.

Candidates for graduation must have a standing of 85 per cent. in anatomy and physiology, of 60 in botany, chemistry, toxicology, and pharmacy, and of 75 per cent. in all other studies.

It is the policy of this department to make its honors testimonials of merit and not mere certificates of an attendance on a prescribed course of instruction.

DEPARTMENT OF ANALYTICAL AND APPLIED CHEMISTRY.

This department was opened in 1873 in charge of Prof. Paul Schweitzer, who has had the instruction and experience of the best laboratories of Europe and America. The laboratory hall is one of the best equipped and most complete in the country and is adequate to the nicest and most delicate analytical operations. Students preparing to become druggists and professional chemists are received and afforded every advantage of scientific instruction and laboratory practice.

It is intended that this laboratory shall be eminently a State institution, affording the means and equipments for the analysis, both qualitative and quantitative, of waters, minerals, clays, ores, and soils of this great mineral and agricultural State, and that no student shall be obliged to leave the State to secure the best facilities both of knowing and doing in this fundamental branch so essential in all the arts of life and in the development of our material resources.

Qualitative analysis is taught by lectures and blackboard exercises, and the student is required to repeat to the professor, at his table in the laboratory, all the experiments performed. After becoming familiar in this way with acids and bases, simple substances of the composition of which he is ignorant are given him for identification. Thus he proceeds from simple to more complex cases, until he is able to deter-

mine the composition of the most complicated and difficult mixtures. Use is made of the spectroscope in these investigations as often as it is needed.

When the student, upon written and experimental examination, proves to be sufficiently familiar with qualitative analysis, he passes to the study of quantitative analysis. Lectures and blackboard exercises go here also side by side with laboratory work. The student executes a number of analyses, determining in the substances handed to him each constituent by weight; when he has attained the requisite amount of skill to insure accurate results, he is required to execute analyses of a more complex nature, as of coals, limestones, slags, ores of iron, lead, cobalt, zinc, copper, nickel, pig iron, technical products, &c.

There is a room fitted up in the basement for the execution of analyses by the dry method. The general principles of assaying and special processes are explained in the lecture room, after which the student is provided with suitable apparatus, and, having access to crucible and muffle furnaces, executes a number of assays to determine the percentage of lead, silver and gold in any ore or product.

If after having pursued this course the student desires to engage in any special investigation, either scientific or practical, every facility of the university and the special attention of the professor are given him.

The instruction in applied chemistry consists of lectures, illustrated by experiments, diagrams, and specimens. The subjects discussed are:

(1) *Food and drink.*—Cereals, starch, bread, meat, sugar, preservation of food, water, milk, tea, coffee, fermentation of wine, beer, spirits, vinegar, tobacco, &c.

(2) *Clothing.*—Textile fabrics, bleaching, calico printing, dyeing, tanning, paper, glue.

(3) *Illumination.*—Candles, oils, and lamps, petroleum, gas and its products.

(4) *Fuel* and its application, including steam and steam engine.

(5) *Disinfectants and antiseptics.*—Preservation of wood, &c.

(6) *Limes, mortars, cements, &c.*

(7) *Glass, porcelain, pottery, &c.*

(8) *Oils, fats, soaps, glycerine.*

(9) *Pigments.*—Paints, resins, varnishes, inks, essential oils.

(10) *Fertilizers.*—Guano, superphosphates, poudrette.

(11) *Chemical manufactures.*

The collection of specimens to illustrate these lectures is already large and constantly increasing; in addition to it, a complete set of Knapp's technological diagrams has been procured, facilitating greatly the instruction in this department.

The lectures on agricultural chemistry, delivered to the junior class in agriculture, comprise a scientific exposition of the production of organic matter within the plant, beginning with a description of the physiological structure of the cell. The nitrogenous constituents of the plant are treated in reference to its organs, to the nitrogenous fertilizers, and to the nitrogen of the air. Osmose and endosmose of gases and fluids are illustrated by experiment, and the influence of climatic conditions explained by reference to statistics.

The chemical and physical properties of the soil are fully treated of by tracing its productions from the various geological formations through natural agencies and by improvements through mechanical means and fertilizers of various composition and origin to its present condition.

The different fertilizers in use, their relative value, and their employment for extensive and intensive cultivation as a paying investment, are next discussed.

If a special student in chemistry passes a satisfactory examination in physics, general chemistry, applied chemistry, and mineralogy in addition to the work required of him in the laboratory, he will be entitled to a certificate of proficiency; such a course extends over three semesters.

THE COLLEGE OF INSTRUCTION IN TEACHING.

The constitution of the State of Missouri of 1865 prescribed that there should be established and maintained in the State University a department of instruction in teaching.

The only hope of improving our schools is by improving our teachers. Here is the very first step for the advancement of popular education, and this is the direction of effort now everywhere made on the part of its friends. Good schools, through the administration of ignorant and unskilled teachers, are impossibilities.

The connection of the Normal College with the university through a concentration of educational facilities affords many advantages not enjoyed by isolated normal schools. Pupils while pursuing their studies have an opportunity of attending such lectures and recitations of the university course as they may desire. They also have the full benefit of the libraries, cabinets, and societies connected with the institution.

All instruction, from every chair and from the highest to the lowest, ought to be, in the strict sense, of the best style of professional excellence; if not, the professor or other instructor should not be retained in the university.

But, in order to render the instruction in teaching more complete, each professor in the institution and of every subject is very properly required to show specially how his subject may best be taught and thus prepare his whole class to become teachers. The professor is also himself likely to teach better by being required *to teach teachers how to teach.* He then aims to become himself an exemplar and model teacher to a class of teachers.

The College of Instruction in Teaching was opened September 14, 1868.[1] Seven classes, numbering in the aggregate forty-nine, have been

[1] The school was opened under Prof. Erastus L. Ripley, from the Michigan Normal School, a graduate of Yale College, who had had many years of successful experience as a teacher, East and West.

graduated; while not less than four hundred have received instruction in the theory and practice of teaching, and a greater number in studies which have fitted them for college or for business.

The board of instruction is complete. In addition to the regular teachers, the assistance of all the professors and instructors of the university is available.

The courses of instruction have been adjusted and adapted to the actual condition of education in Missouri, and not to an ideal and impracticable standard of culture.

The curriculum of studies embraces, first, a full academic or college course, a course requiring the same attainments as are demanded in the non-professional departments. Graduates in this course will be found qualified to take positions as tutors in colleges or as principals of academies and high schools.

The curriculum embraces, secondly, a two years' course, which is intended to prepare teachers for their duties in the common schools.

Lectures on the best methods of teaching reading, spelling, writing, arithmetic, geography, grammar, and history continue throughout the entire year.

MODEL SCHOOL.

The Model School embraces two departments, a primary school and a high school.

Every pupil in the professional department has an opportunity of teaching in one of these schools and of receiving such criticisms and suggestions as the inexperienced most require. Especial attention will be given to free hand drawing and mapping.

Instruction is also given to the more advanced pupils in perspective drawing, in painting, and in taxidermy. The latter art is of great value to all those who are interested in object lessons.

Classes in natural philosophy and also in chemistry are formed for the special benefit of teachers. In a word, the connection of the Normal School with the various departments of the university affords an opportunity to the ambitious student to perfect his preparation for the work of the school room.

COLLEGE AND UNIVERSITY COURSES.

While the professional and technical departments have been thus grouped into the university scheme, there has been no disposition to detract, in the slightest degree, from the usual college curriculum; on the contrary, it has been a constant aim to build up, enlarge, and perfect the instruction of the traditional college courses, improved most certainly by better methods and with the advancement of science. In order to give the student the largest selection consistent with methodical arrangement, there are four parallel courses of study provided in the college department, intended to require equal time for their completion and to be essentially of equal disciplinary value, and leading to

appropriate college degrees. These courses are styled the courses in arts, in philosophy, in science, and in literature, and are designed to keep the student to a plan of study while they provide for liberty of selection.

The union of various courses and of the different schools or colleges of instruction has added greatly to the growth and strength of all the departments, and has in a greater degree given popular favor and support. (See Appendix, note 22, p. 66.)

THE INTRODUCTION OF WOMEN STUDENTS.

Here is a very interesting and instructive part of our university history. This measure seemed at first a very bold and hazardous one. It was not so done in the days of the monks, nor in the great universities of Europe, whether British or continental, nor in Harvard or Yale, nor even in Michigan,[1] aggressive as she is upon time-honored uses and abuses.

We first allowed young ladies to come into the normal department to qualify themselves as teachers. We were not yet prepared to permit them even to join in the worship of the chapel, nor to come to the university for attending recitations or lectures. They were kept at the back door a full year on the score of some danger.

Finding, however, that the young women at "the Normal" did no manner of harm, we very cautiously admitted them to some of the recitations and lectures in the university building itself as supplementary to their regular exercises, providing, always, they were to be marched in good order, with at least two teachers, one in the front and the other in the rear of the column, as guards.

Finally, there was another advance: the young women were permitted and invited to come into the chapel, and, after the novelty of their presence was worn off, even to join their voices in prayer and praise in the morning worship.

By degrees and carefully feeling our way, as though explosive material was all around us, we have come to admit them to all the classes, in all the departments, just as young men are admitted.

They have now, for the past two or three years, studied calculus and analytic geometry and geology, and one has even borne off a Greek prize, and they have borne off the highest honors. At the commencement of 1872 we admitted a young woman ad baccalaureatum gradum in scientia, and that not speciali gratia, but with the standing of third in her class; and at the next commencement we admitted another to the same degree, with high standing in her class; and still the next year a young woman was awarded the highest honor of her class in the course of arts.

Great progress has been made everywhere in this direction since we

[1] The University of Missouri was ahead of Michigan in the admission of women students.

took our first hesitating steps. Such has been the progress of ideas in our own country, indeed in the civilized world, as to leave no room for doubt or hesitancy any longer on this subject. With Indiana and Iowa, with Wisconsin and California, with Cornell and Michigan, and with Paris, Zürich, Vienna, London, and Edinburgh abroad (and with even our own Harvard almost ready to take the step), now admitting women to university privileges, we may feel assured and confirmed, if indeed our own experience left any doubt on the subject.

The special want of the university to-day is the college home for those noble and ambitious young women who wish to pursue university studies. The State must see to it that this accommodation is provided. Honor, duty, justice, and every manly and generous sentiment demand it.

Without this proposed accommodation we cannot have any considerable number of women as students; with it, the number would be at once increased to one or two hundred of the very best and purest of the land, producing its elevating effect throughout the State. (See Appendix, note 23, p. 69.)

But the existence of the Agricultural College as a department renders this provision still more necessary—nay, indispensable. The studies of the agricultural school are peculiarly and preëminently adapted to women; such studies, for example, as horticulture, including the culture of flowers, the laying off of garden grounds and lawns, farm architecture, to say nothing of chemistry, botany, &c.

We must diffuse a rural taste among our people. We cannot have a healthy tone of society without it. Our wives and daughters must be taught that it is noble and beautiful and honorable to understand and cultivate the garden, to understand and cultivate the small fruits, and both to understand and love the domestic animals.

Then we must, as the guardians of higher education, not merely open the Agricultural College for the admission of women, but provide in connection therewith a suitable home to receive them while in attendance upon its instructions and on other instructions of the university. There is a great want affecting one-half of the population of Missouri which must be met.

The college home for women we must have a beautiful and commodious building, in style and architecture and internal arrangements and convenience adapted to the instruction of women in the economics of the household. We will place it here on this beautiful spot, in the midst of our gardens and orchards.

Farming is not merely for raising corn and hogs and cattle and horses and for the drudgery and rough work of outdoor life, where ignorance, rudeness, coarseness, and almost semibarbarism are to prevail as necessary incidents. It is rather to provide beautiful and happy homes, over which the taste of woman shall preside and her handiwork scatter its charms, where the graces and amenities of high womanly culture

are to reign, and bless, and beautify, and purify; and not only this, but make thrift and plenty in the house.

Then, as to the Normal College, what kind of a normal college can that be considered from which the young women of the State are practically excluded for the want of suitable accommodation? Let one or two facts be here stated: There are four State normal schools in Massachusetts. More than 75 per cent. of the pupils in these schools are females, and of one of these a woman is the principal. The reason of this proportion is exhibited in another fact: About 8,000 of the teachers of public schools in Massachusetts are females and less than 1,000 are males. In all the normal schools, without exception, the majority of the pupils are largely females; and at St. Louis, Cincinnati, and in several other cities the principals of city normal schools are females. In Wisconsin, when Professor Allen became the head of the normal department of the university, he brought into the university not less than one hundred female teachers, and not ten young men. It was in consequence of this beginning that the legislature of Wisconsin made its appropriation of $50,000 for a college home for women, in connection with the State University at Madison; and the beautiful stone edifice erected therewith, which is now completed and occupied, awakens the universal admiration of citizens and strangers, not merely as a fine work of art, but as a monument of legislative patriotism and wisdom.

The special benefit of the normal department will be for women; it is for them as the teachers of our race. Shall we practically exclude them by not furnishing them the means of residence?

THE NECESSITY OF ADEQUATE PECUNIARY SUPPORT.

It is manifest that a university such as is contemplated in the constitution and wanted by the people, upon a broad basis and with colleges of scientific and professional instruction, cannot be carried on at a small expense. If the State will have a university ranking with the first in the land, the State must pay for such an institution, and can have it in no other way.

ELECTIVE STUDIES FOR YOUNG MEN OVER THE USUAL SCHOOL AGE.

There is a large class of young men from the age of twenty-three or four to thirty in our great West, active and intelligent, some of them in business or having accumulated considerable means, who, as they phrase it, want more education. They are willing to spend a couple of years in self-improvement, but not a longer time, on account of their age. The university is the proper place for them. They will not go to the ordinary school or to the academy.

Mathematics, physical science in some of its branches, commercial studies (embracing practical book-keeping), the English language and literature, political, moral, and historical studies, afford an ample list

for this class of young men to choose from. A course of study has been prepared in accordance with this idea.

ADAPTATIONS OF THE UNIVERSITY TO ACTUAL WANTS.

In the progress of the university we may safely claim that its tendencies are more and more to meet the actual wants of the people of Missouri. It is quite useless to devise a scheme that has no adaptation to the condition of society or to that of so few as to render it practically useless by its narrow and exclusive range.

REPORT OF COMMITTEE ON UNIVERSITY DEGREES.

The following is the report of the committee of reorganization, the recommendations of which were adopted by the board of curators, and to which the action of the university is conformed in the awarding of its degrees and certificates of proficiency in the various branches of learning, as specified in the appointed courses. The report says:

The question of what shall be the degrees is one worthy of consideration.

First, shall there be any honorary degrees? They have been abused until they are almost worthless as honors. When General Jackson received a doctorate from Harvard, it conferred no great honor either upon the recipient or the giver. Or when the Duke of Wellington was made chancellor of Oxford — an honorary office — and pronounced his Latin oration in very bad quantity (even after drilling), it cannot be said that the university either gave or received any extraordinary honor. But learning has in all ages, from the days of Augustus, paid its court to power. It has sometimes done itself honor by paying honor to the worthy. The object of these degrees is to honor merit, to incite to nobler effort, and to give academic recognition to great literary, scientific, or civic excellence.

Your committee are not prepared to recommend the total discontinuance of honorary degrees by a rule, as is the case in the University of Virginia, but certainly that our university should be exceedingly sparing in conferring them.

The regular academic degrees in course should be as follows: bachelor of arts, bachelor of philosophy, bachelor of science, and also bachelor of letters (in literis humanioribus) for great excellence in classical and literary studies, these degrees to be conferred after the proper trials and examinations, with certificates of proficiency for those proficients who have completed the course in any branch and sustained their examinations, such certificates to be formally and publicly awarded.

Students who have pursued elective courses equivalent, in the judgment of the faculty, to one of the specified courses may receive the degree judged most appropriate.

The degree of master of arts, master of science, master of philosophy, and master of letters will be conferred, on the recommendation of the faculty, after the expiration of three years from the time of graduation, upon those deemed worthy.

SPECIAL OR PROFESSIONAL DEGREES.

These will be bachelor of law, bachelor of agriculture (B. AGR.), bachelor of engineering, of mining, &c.

There will be also the degree of normal graduate and a certificate of proficiency in the art of teaching, and also a degree of a higher grade to teachers.

These degrees will be conferred by the board of curators, after recommendation of the candidates by the professional faculty to the general faculty of the university, and thus presented to the board.

POST GRADUATE COURSE AND DEGREE.

There is great difficulty in providing a system which shall meet the wants of all students of every grade. This must be done as far as possible, and, in fact, herein is the idea of the true university. As the means and appliances of the university shall be enlarged in all directions and the professors become numerous, it will be made a residence by students who wish to continue their studies after graduation. Even now there are some such, and the number will increase from year to year.

The course which students of this class will pursue will be, for the most part, according to their own individual wishes. The faculty, when fully organized, should provide aid, by lectures, recitations, and courses of reading, to assist such students in the pursuit of their studies and investigations.

Your committee recommend that the following degrees be conferred upon students who become resident graduates and on students in post-graduate courses under the direction of the faculty.

Students who remain one year after graduation in arts, philosophy, science, or letters shall, on recommendation of the faculty, be entitled to the degree of master.

Students who remain a still longer period, as shall be appointed by ordinance, may be admitted to the degree of doctor.

All degrees in course must be conferred upon recommendation of the university faculty.

Bad character or university delinquency of any kind shall be good reason for exclusion from a degree.

GOVERNMENT OF THE UNIVERSITY.

The constitution of the State adopted in 1875 provides as follows:

The government of the State University shall be vested in a board of curators to consist of nine members, to be appointed by the governor, by and with the consent of the senate.

The curators have power to make such by-laws or ordinances, rules and regulations, as they may judge most expedient for the accomplishment of the trust reposed in them, and for the government of their officers, and to secure their accountability.

The curators appoint the president, professors, and tutors, no one of whom is permitted by law to preach or exercise the functions of a minister of the gospel or of any one of the learned professions during his continuance in office.

The manifest object of this provision is to secure a board of instruction for the university who shall be professional teachers and devoted to their profession as such, and not men belonging to some other profession and exercising its duties.

The duty of the president of the university as defined by the act of incorporation is, "among other things, to superintend and direct the care and management of the institution and its grounds, and to make and transmit to the curators at each annual meeting thereof a report of the state and condition thereof, containing such particulars as the curators shall require." (See Appendix, note 24, p. 69.)

The act locating the Agricultural College also provides for a board of visitors, five in number, two of whom shall be graduates of the univer-

sity and three of whom shall be gentlemen distinguished in agriculture or the mechanic arts.

This last board performs nearly the duty of the board of overseers of Harvard University. It is a small body; is required to meet at least once each year, to make personal examination into the condition of the university in all its departments, and to report to the governor, suggesting such improvements and making such recommendations as it considers important, which report is published with the annual report of the curators.

THE ROLLINS AID FUND.

This fund, now amounting to over $30,000, is the result of a bequest of the late Dr. Anthony W. Rollins (see Appendix, note 25, p. 69), father of Hon. James S. Rollins, president of the board of curators. The fund is under the care of the county court of Boone County. By the terms of the will, the principal is to be increased each year by the addition thereto of one-fourth of the interest, the remaining portion to be expended in aiding the education of young persons from the county of Boone possessing good talents and good moral characters and needing such aid. Young men having in view the ministry of the gospel are to be preferred. The selection is to be made by the president of the university after examination as to the qualifications of candidates.

The whole interest of the fund is, the present year, over $1,800, so that $1,350 is available in aiding the pupils to be selected. No less than forty students have received aid from this fund during the past year.

In order to aid as large a number as possible, it is ordered by the court that not more than the sum of $100 per annum shall be appropriated to any one pupil; even a less amount has, in many cases, been awarded, and sometimes the entrance and contingent fees only. As students are near home, many expenses will be saved; and, with proper frugality and self-help, they will be able with only small aid to sustain themselves. The following are conditions on which this fund is enjoyed:

(1) The benefit of this fund is extended to female as well as to male students.

(2) The applicant must not be under sixteen years old.

(3) Those studying with a view to the gospel ministry are preferred.

(4) Applicants, in order to receive aid from this fund, must have made proof of their ability, and hence those who have been for a period in the university and have shown unmistakable capacity will be preferred, and especially those who, by their own exertions, have made the means to come into the institution.

(5) Aid from this fund is, in all cases, withdrawn from students who incur college discipline or who fail to maintain a reputation for exemplary conduct and good scholarship. The incurring of twenty-five marks of demerit will be considered such discipline, and falling below the required standard of scholarship in any study, such failure in scholarship.

LIBRARY AND LIBRARY HALL.

The library hall is a large and elegant semicircular room in the third story of the main university edifice, seventy-two feet in length, well lighted, with lofty ceilings, and having connected with it a well adapted office. The hall was fitted up for the use of the library in 1870, at an expense of over $3,000, and the opening of this hall constitutes an era in the progress of the university. The hall is kept open for the consultation of books during all hours of the day.

The library consists of over 10,000 volumes in various languages, and has been selected with much care as a library of consultation. It contains the most valuable encyclopedias (nearly all that have ever been published in the English language), dictionaries, histories, scientific works, and classical sets, together with many rare and curious volumes.

The increase and preservation of the library have become objects of special interest to the university authorities and will be steadily continued.

LITERARY SOCIETIES.

There are two societies connected with the university, viz, The Athenæan and The Union Literary. These societies have spacious and well furnished halls in the university edifice, and hold weekly meetings for improvement in debate, oratory, and composition. There has also been formed a third society for a less advanced class of students, called The Society of Tyros.

These societies are in a flourishing condition and form a most important means of culture, especially in extempore speaking and debate. They have each of them a library.

An address is delivered before the two, united, during commencement week, and diplomas are given to such members as belong to the graduating class.

SOCIETY OF THE ALUMNI.

The Society of Alumni is composed entirely of graduates of the university. It holds an annual meeting on the day before commencement, and is addressed in the college chapel by an orator previously selected from its own body. The objects of this society are the promotion of education, especially in the halls of Alma Mater, the reunion of early friends and colaborers in literary pursuits, and the revival of those pleasing associations which entwine themselves about academic life.

There are, in addition to these, three Greek letter societies, which have rooms fitted up for their meetings.

UNIVERSITY PERIODICAL.

The literary societies, by a joint committee of their editors, publish a monthly periodical, designed not merely as a record of university affairs, but intended to contain literary, educational, and philosophical

matters of interest also. This paper has been creditably conducted and will, with the experience of the past years, no doubt be greatly improved during the coming year.

APPARATUS AND CABINETS.

The outfit of instruments and other facilities for illustrating the principles of natural philosophy, chemistry, and the cognate branches has been increased from year to year, and is now better than in most institutions.

The cabinet has been greatly augmented from time to time by exchanges, and particularly by additions made by order of the general assembly through the State geologist.

Yearly additions to the cabinet of minerals continue to be made during the progress of the geological survey. The number of specimens in the cabinet is about 500,000.

The appropriation the present year for apparatus amounts to several thousand dollars.

We must have ample apparatus for the means of illustration and experiment. We cannot do without it. The time was, in the elementary state of scientific investigation, when great results were obtained by a few broken bottles and glass retorts; and doubtless, also, the simplest and least expensive apparatus, in the hands of the ingenious professor, will be more useful than the most expensive and elaborate in the hands of the inexpert and bungling; yet the scientific man in our day requires the constant aid of the best means, both in his instructions and original investigations; he must have it, just as the farmer must have improved implements and machinery.

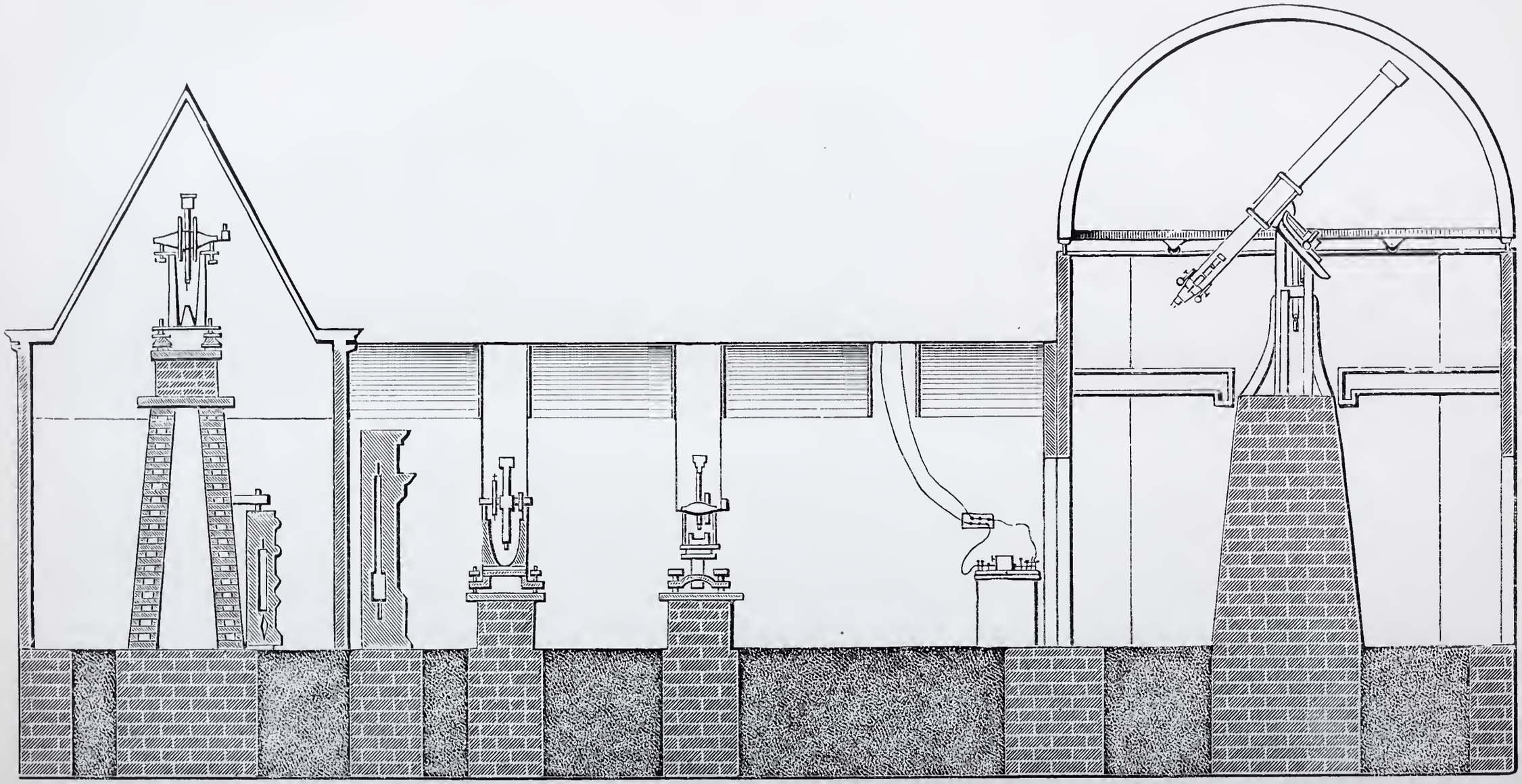
OBSERVATORY.

The observatory stands west of the university edifice. It is forty-four feet long, fourteen feet wide, fourteen feet high in the equatorial room, and ten feet high in the transit room.

The roof of the equatorial room is a cone which revolves on eight lignum-vitæ balls, and is confined to the building only by its gravity. The roofs of both rooms are intersected by shutters for the convenience of observation. The instruments stand on stone slabs, which rest on pillars that descend about six feet into the ground and have no connection with the floors.

The equatorial room contains an equatorial telescope by Fitz, of New York. The transit room contains a sidereal clock, a transit circle, an altitude, an azimuth instrument, and a transit theodolite. Besides the foregoing instruments, the outfit includes a sextant, mercurial horizon, barometers, and thermometers.

By means of these instruments the student is enabled to gain an insight into the important practical work of modern astronomy.



VERTICAL LONGITUDINAL SECTION OF THE OBSERVATORY OF THE UNIVERSITY OF MISSOURI, AT COLUMBIA.

UNIVERSITY LECTURES.

In addition to the lectures pertaining to the departments, respectively, there is delivered by the professors in such order as is agreed on among themselves or by some one who may be called on to perform this service, on each Saturday during term time, a lecture on some literary or philosophic subject.

The students attend this lecture, as any other college duty, and citizens and strangers are invited to attend.

That the character of these lectures may be understood and their value appreciated, it is proper to state that they are on such subjects as the following:

History of the convention forming the Constitution of the United States.
Washington's administration: difficulties; prominent measures.
Adams's administration.
Suez Canal.
Parliamentary law.
Journalism.
Revelations of the spectroscope.
Darwinism.
The Greek language; the discipline and culture which its study gives.
Prehistoric man.
The influence of the Roman civil law upon modern jurisprudence.
Curious things in words.
Eloquence of the bar.
Advantages of college life in cultivating the powers of expression.
American citizenship; preparation for, and responsibilities.

Lectures on the foregoing subjects were delivered during the last session. This course, as constituting a part of the college curriculum, is believed to be peculiar to this university. It has a most beneficial effect both upon professors and students.

PLAN OF RESIDENCE AND BOARDING.

In 1868, as the number of students began largely to increase, the price of board and room rent also increased to such rates that many students in moderate circumstances were obliged to leave. There were no houses in the town to be rented to form clubs for cheap boarding. Here was presented another obstacle, of the most serious character, to the further increase of the university.

The university had no means with which to erect a large dormitory building or a boarding house; besides, the ordinary board and living in commons were objectionable.

It occurred to President Read to follow out a suggestion of Professor Gilman, then of Yale, that small inexpensive cottage buildings, not in too close proximity, might meet many of the difficulties of college residence and also avoid the evils of large dormitory halls upon the usual plan.

The erection of such buildings Dr. Read recommended to the curators of the university, and that a kitchen and dining room should be furnished for a group of cottages designed to accommodate from forty-eight to fifty-two students. The plan was adopted and carried into effect.

The students who board themselves in the cottages form themselves into a club, appoint their own commissary and other officers, establish and keep up their own police, punish members by fine or expulsion, and on each Saturday meet to hear reports and consider the welfare of the club, and generally to attend to its business affairs. The weekly expense of board, including a small admission fee to keep up the furniture, also rent payable to the university, does not exceed $1.75 per week.

Each student furnishes his own room, which may be done at cheap rates. If convenient, he may bring his furniture, at least in part, from home.

The present is the seventh year of experience upon this plan. The club, by its proper officials, has hired its own cook, regulated the bill of fare, bought provisions, and maintained the order of the establishment.

The plan has been a complete success, is popular among the students, and has attracted much attention throughout the State. It is a full solution of the question, How may boarding be secured at the lowest rate and in a manner most satisfactory to the student?

Very young students or those incapable of taking care of themselves ought not to enter the boarding club. While the president and professors frequently visit the rooms of the club, the police duty devolves mainly upon the young men themselves, and is more effectively carried out than it could be by the faculty. Their rules are strict, and students of known shiftless ways or noisy habits are not admitted, or, if admitted, are soon cut off. Good behavior and quiet habits are indispensable, and none other than those possessing these characteristics can enter or continue members of the club.

It ought to be remarked that the health of the members of the club has been above the average of the students of the university, while in order and good conduct they have been the equals of those boarding in families.

We have also the boarding and rooming of lady students at the Hudson House, a fine mansion having adjoining two cottages, with beautiful lawns, about half a mile distant from the university. This beautiful property, so important to our general plan, fell to the ownership of the university with the college farm.

FINANCES.

It is evident that there can be no permanent prosperity to an institution of learning without ample means of support, any more than to any other agency of civilization.

The effort to increase the resources of the university has been constant and incessant since it received its fresh life.

With the enlargement of the university and the increase of departments and requirements, its expenses have necessarily increased in the same ratio. The pressure upon its resources has been constant and extreme, nor was it ever so great as at the present time. Indeed, in the general expansion, in the finishing and equipment of the scientific building, in the purchase of the necessary apparatus, and the building of cottage houses for the accommodation of students of limited means, a debt of nearly $25,000, which now rests upon the institution, has been created.

The rate of fees has also been reduced to the small charge of $20 a year, besides great liberality has been extended to those unable to pay anything.

There is no one thing in regard to which the prevailing notions have more miserably fallen short, and especially in Missouri, than as to the adequate endowment of colleges and universities. Dr. Read, during his whole administration, has labored, by reports, by lectures, by speeches and memorials, to educate the public mind to a proper standard on this subject. In order to prosecute science in our day, there is required a great and continued outlay for books, for museums, and scientific collections of various kinds, for apparatus and the means of experimental studies and exploration, and for the support of the men and of learning which these resources indicate. The very word university implies an aggregation not merely of scholars of science, but of literature and art and of professional and practical schools; it implies also growth and development with the advancement of human knowledge. Just as absurd would it be to attempt to propel the machinery of a vast manufactory with a half ton of coal as to found and conduct a university worth the name with the mere pittance by many supposed to be ample and possibly a magnificent endowment.

GIFTS TO THE UNIVERSITY BY THE STATE, BY THE COUNTIES OF BOONE AND PHELPS, AND BY INDIVIDUAL DONORS.

Seminary fund, from original grant of two townships of land by Congress	$108,700
Gifts of individuals in Boone County, in order to secure the location of the university, made in the year 1839	117,500
Rollins aid fund (a bequest by Dr. Anthony W. Rollins to aid young men and women in their education, the proceeds placed at the disposal of the president of the university), now amounting in gross to	32,000
Gift of Phelps County to secure mining school at Rolla[1]	130,545
Missouri bonds by legislature	166,000
Missouri bonds for benefit of Mining School	35,000
Gift of Boone County and Columbia for location of agricultural college	90,000
	679,745

[1] See page 34.

In addition to the above, by J. L. Stephens, esq., to establish Stephens prize to best orator on commencement day, $50 a year.

Also, by Hon. John W. Harris, $50 a year, to establish Harris prize in Agricultural College.

Numerous other temporary prizes have been given by different persons.

By act of the legislature, approved 21st of February, 1870, the congressional land grant of 1862 (330,000 acres falling to Missouri as her portion) was given over to the curators of the university for the benefit of an agricultural and mechanical college, and 25 per cent. of the same for a school of mines.

The curators, who have by law the disposal of the lands, have had them valued and a minimum rate fixed, and in order to render them available have adopted both the selling in fee and a plan of lease.

Of these lands there remain yet to be disposed of about 250,000 acres, which will largely increase the endowment fund of the university.

The plan of leasing is borrowed from the State of Iowa, where it has proved successful and beneficial both to the State and the party taking that method to become the possessor of land. According to this plan those who are unable or who do not wish to buy are permitted to take leases, paying annually in advance 8 per cent. on the appraised value of the land as a rent therefor; and at the end of ten years the lessee may become the purchaser of the land at the original appraisement. By the amended act of the general assembly of Missouri all leases are made to expire by the end of the year 1881. The advantages of this plan are: It enables the man who cannot pay for his land, or who wishes to put his money into improvements, to have time (ten years) by paying in advance annually interest at the rate of 8 per cent. on the appraised value. The price remaining unpaid operates simply as a mortgage, on payment of which the incumbrance is removed, so that he is, for all practical purposes, the owner of the fee. But he has still another advantage: he is by law exempt from taxation on his land.

When we consider the rapid rise of land by railroads and other improvements in the general progress of the country, it is presumed these liberal terms will cause these lands to be rapidly taken.

UNIVERSITY INCOMES.

Seminary fund from two townships granted upon admission of the State into the Union in 1820, invested in United States bonds	$7,234 57
Congressional land grant[1] of 1862, say	8,000 00
Bank stock	1,610 00
Student fees	7,055 00
Printing reports for circulation, paid by the State, say	2,000 00

[1] Of the grant 250,000 acres unsold and unavailable.

Payment of curators by State	$1,746 30
Income from rents	973 00
Income of State bonds under act of legislature, 1872	6,000 00
State revenue, 1¾ per cent., after deducting 25 per cent. therefrom for schools[1]	16,317 49
Sale of agricultural products[2]	698 29
Horticultural products	257 80
School of Mines income, say	12,000 00
Income from Rollins educational aid fund	1,500 00
	65,392 45

In addition to the above, each county where a newspaper is published is required to advertise the university and the proportion of students to which it is entitled.

RELIGIOUS OBSERVANCES.

The university, being a State institution, is not under the control of any particular denomination of Christians, and it utterly abjures sectarianism in its management and control. The prohibition by the legislature on the president and professors to preach or exercise the functions of a minister of the gospel was manifestly intended for a particular case, and the legislature has, though twice requested by the board of curators to remove the prohibition, failed to do so.

The board makes the following declaration after full discussion in the adoption of the report of their committee on reorganization:

A CHRISTIAN UNIVERSITY FOR A CHRISTIAN PEOPLE.

Then, again, it is to be understood that the State university is the university of a Christian people with a Christian civilization and Christian ideas; and that, while discarding sectarian teaching, the university can represent no other than a Christian community. Hence, your committee will recommend, according to the practice of American colleges, the daily assembling of students and professors for worship, with the reading of the Bible, in the chapel of the university, not only on account of the religous and moral effect, but as tending to good order, regularity, and the social unity of the university body.

This daily convocation for worship is carefully observed, with music also of a very high order, and here university announcements are made.

In addition to this recognition, on each Sabbath preceding the annual commencement, a baccalaureate discourse is preached in the chapel by some leading minister of the gospel as a part of the appropriate exercises of the annual public day of the university.

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[1] This amount will be increased annually as the State revenue shall increase with population.

[2] Estimate from last year.

CONCLUSION.

In December, 1874, Dr. Read, in accepting a unanimous reëlection to the presidency of the university, gave notice of his determination to close his labors as president with the centennial day of the nation (July 4, 1876), stating that he gave the notice thus early to remove all embarrassment in securing a suitable successor, and when subsequently urged to reverse his action he repeated the notice that his decision in the matter was final and irreversible.

At the meeting of the board, December 15, 1875, Rev. Dr. Samuel S. Laws, of New York City, was unanimously elected to enter upon official duty on the expiration of Dr. Read's term.

It is proper to state that Dr. Laws was selected after careful correspondence and much consideration. With the eminently successful administration just closing and with the peculiar difficulties of the position, requiring on the part of the president wisdom, experience, business habits, and adaptation to the feelings and somewhat sectional views of the people, as well as executive ability for the management of an institution now grown to be so large in its departments of instruction, in its business arrangements, in its educational influences, and, at the same time, in its capacity of development, the selection of its president was, on the part of the board, a most delicate and painful duty, and was met with a full sense of the responsibility.

Dr. Laws is, by birth, a Virginian; graduated at the Miami University, Oxford, Ohio; is well known to the people of Missouri, having long resided in the State and being closely affiliated with them; was president for seven years of Westminster College, at Fulton; left Missouri during the war period; and in the city of New York developed business tact and success.

While a clergyman by profession, of the Presbyterian denomination, he has not, for many years, exercised its functions as a pastor, so that, without dereliction of principle, he can accept the position, notwithstanding the law as to preaching.

He enters upon his administration under the most favorable circumstances; and the future of the university or the position which it is to hold among the great institutions of learning in the country cannot be regarded as uncertain.[1]

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[1] A continuation of the history of the University of Missouri from the beginning of the administration of Dr. Laws will be prepared as soon as practicable.

APPENDIX.

NOTE 1, p. 17.

The earliest suggestion that the United States Government should provide endowments of land for education appears in a letter of General Rufus Putnam to General Washington, bearing date June 16, 1783, in reference to the plan of a number of revolutionary officers to form a settlement northwest of the Ohio River and asking his aid in obtaining a grant of land from Congress for that object. A petition for such grant was gotten up and signed thus early by these officers, and General Putnam was appointed to prosecute the matter before Congress. The effort failed, however, at the time, but resulted in the subsequent formation of the Ohio Company and the purchase of land by that company with reservations for education.

The celebrated ordinance of 1787 was passed by Congress, then sitting in New York, on July 13, while the convention engaged in the formation of the United States Constitution was in session at Philadelphia. Of this ordinance Daniel Webster, in his great speech made in the United States Senate in 1830, said: "I doubt whether one single law of any lawgiver, ancient or modern, has produced effects of a more distinct, marked, and lasting character."

The third article of this celebrated ordinance declares that, "religion, morality, and knowledge being necessary to good government and the happiness of mankind, *schools and the means of education shall forever be encouraged.*"

These ringing words have become a part of our American charter of liberties and have gone essentially into every American State constitution since formed, including our own Missouri constitution of 1875.

Just ten days after the passage of this ordinance another ordinance was passed fixing the terms of sale for the tract of land afterwards purchased by the Ohio Company of Associates, and making grants for education, both common school and higher, by the General Government. In this ordinance it was provided "that section sixteen should be set apart for the support of schools; that section twenty-nine should be set apart for the support of religion; and that *two complete townships should be given perpetually for the purpose of an university,* to be laid off by the purchaser or purchasers as near the centre as may be (so that the same shall be good land), to be applied to the intended object by the legislature of the State."

In accordance with this ordinance and the power therein granted, the Ohio Company made its contract with the board of treasury.

Dr. Manasseh Cutler, a clergyman of Ipswich, Mass., a man of great scientific attainments and a member of Congress (1800–1802), conducted the negotiations with signal ability on behalf of the company, and to his influence and counsels more than to any other the liberality of Congress is attributed.

Here we have the germ of our State universities founded upon congressional grants, and of an educational policy bearing date with the first years of the Republic and established by its fathers.

Owing to the grant thus secured, the Ohio University, at Athens, Ohio, was founded. It was first chartered by the territorial legislature as the "American Western University," and in 1804 under its present name by the State legislature. Dr. Cutler, who drew up the first charter, suggested as the suitable name the "American University." He entertained very large expectations as to the endowment to come from this grant, and stated in letters that he supposed it would yield an income of $40,000 or

$50,000 a year. In point of fact, it yields but little over $4,000 a year, even at the present date. This institution, as the forerunner of all our State universities, and, in fact, the very cause of their existence, is most interesting in its history. Its object, as declared in its incorporating act, is "the education of youth in all the various branches of liberal arts and sciences, the promotion of good education, virtue, religion and morality, and conferring all the degrees and literary honors granted in similar institutions."

This university went into operation in 1809 as a classical and mathematical school. In 1815 there were two graduates, Thomas Ewing and John Hunter. These were the first graduates from any institution northwest of the Ohio River, and both were regarded as extraordinary young men. The latter died early, and the name of the other, Thomas Ewing, is familiar to the whole nation as the eminent lawyer and statesman. The name of Thomas Ewing, then, stands first on the roll of alumni, not only for this institution, but for all the Northwestern States.

Owing to a like grant of one township of land within the John Cleves Symmes purchase, made the same year and for a smaller number of acres, the Miami University, the second university of this class, at Oxford, Ohio, was founded. Its remarkable product of distinguished men during a series of years from its origin is well known.

Thus early commenced the policy of congressional grants for the endowment of institutions of higher education.

The following extract from an ordinance for disposing of western lands, passed by Congress as early as the 20th of May, 1785, shows how strong was the idea that a portion of the public land should be for education, and that immediately after the war and before any provision had been made for the war debt:

There shall be reserved the lot No. 16 of every township for the maintenance of public schools within the said township; also, one-third part of all gold, silver, lead, and copper mines, to be sold or otherwise disposed of as Congress shall hereafter direct.

The following extracts are from an act of Congress approved March 6, 1820, authorizing the people of the Missouri Territory to form a constitution and State government:

First. That section numbered sixteen in every township (and, when such section has been sold or otherwise disposed of, other lands equivalent thereto and as contiguous as may be) shall be granted to the State for the use of the inhabitants of such township for the use of the schools.

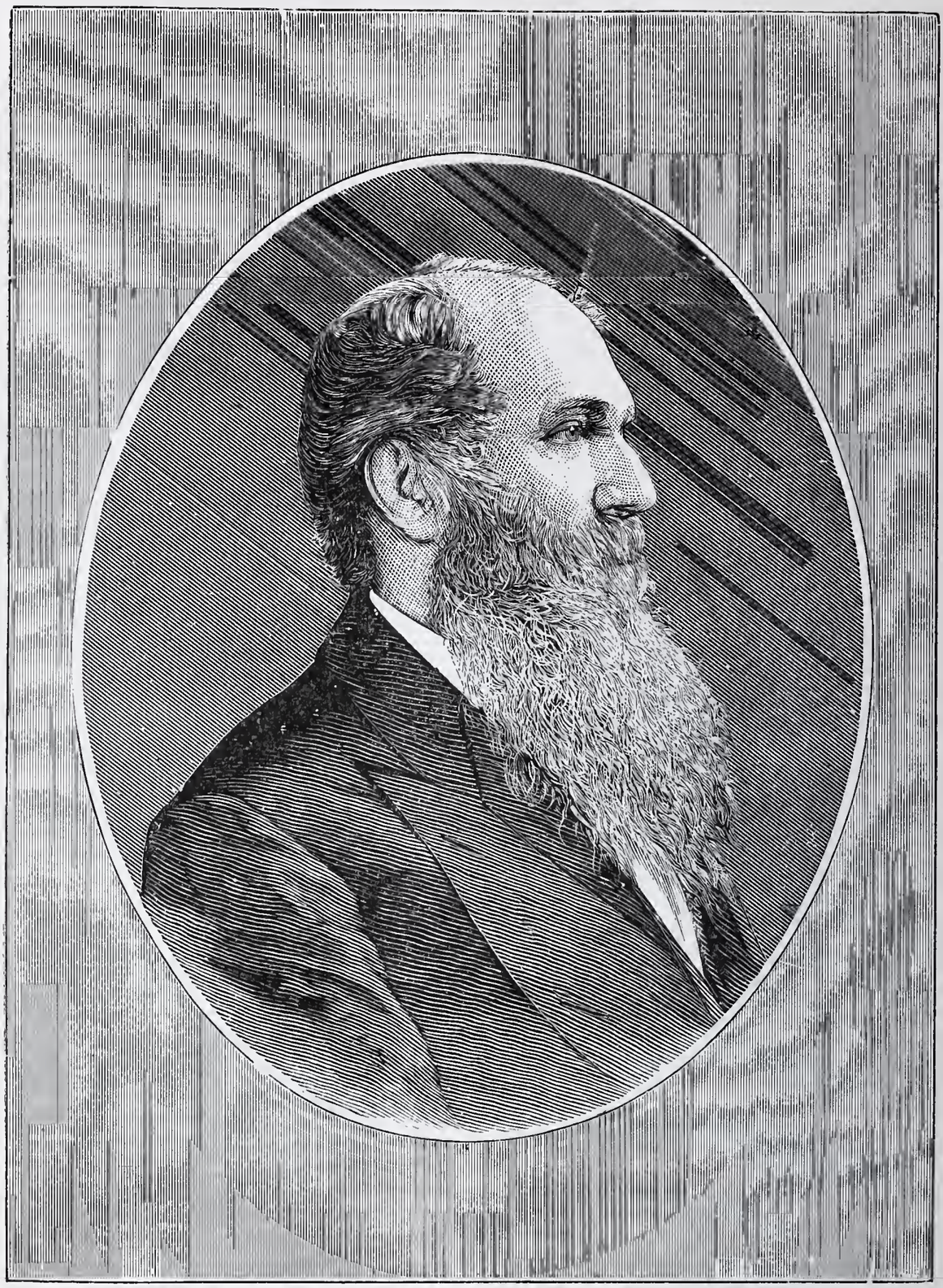
* * * * * * *

Fifth. That thirty-six sections, or one entire township, which shall be designated by the President of the United States, together with the other lands heretofore reserved for that purpose, shall be reserved for the use of a seminary of learning and vested in the legislature of said State, to be appropriated solely to the use of such seminary by the said legislature.

The portions of the constitution of Missouri of 1820 relating to the subject of education are as follows:

SEC. 1. Schools and the means of education shall forever be encouraged in this State, and the general assembly shall take measures to preserve from waste or damage such lands as have been or hereafter may be granted by the United States for the use of schools within each township in this State, and shall apply the funds which may arise from such lands in strict conformity to the object of the grant. One school or more shall be established in each township, as soon as practicable and necessary, where the poor shall be taught gratis.

SEC. 2. The general assembly shall take measures for the improvement of such lands as have been or may hereafter be granted by the United States to this State for the support of a seminary of learning, and the funds accruing from such lands, by rent or lease, or in any other manner, or which may be obtained from any other source for the purposes aforesaid, shall be and remain a permanent fund to support a university for the promotion of literature and of the arts and sciences; and it shall be the duty of the general assembly as soon as may be to provide effectual means for the improvement of such lands and for the improvement and permanent security of the funds and endowments of such institution.



Faithfully,
Your friend,
Jas. S. Rollins.

NOTE 2, p. 17.

Hon. James S. Rollins was born April 19, 1812, at Richmond, Ky., and educated at Washington College, Pa., under Dr. Andrew Wylie, but graduated with the first class of the Indiana State University at Bloomington in 1830, having accompanied Dr. Wylie, who was called to the presidency of that university. He came to Missouri in 1830, and immediately commenced the study of law under Judge Leonard, one of the most distinguished lawyers of the State. Afterwards he became a student of law in Transylvania University, and graduated in 1834 in the class with Cassius M. Clay, Senator Bogy of Missouri, Alexander McClung, Henry Clay, jr., John G. Miller, and others who have since been prominent in public life. He has served sixteen years as a member of the Missouri legislature, in one or the other branch, and has always occupied a conspicuous position, especially in matters relating to the university and the public school system. On these subjects he has exercised his great powers of eloquence most effectively. He was twice a candidate for governor of the State on the minority side (the Whig), and is generally believed once to have been elected on account of his personal popularity, but counted out by the dominant party. He was a member of Congress from 1860 to 1865, a firm Union man, and, though the owner of some forty slaves, voted for the thirteenth amendment of the Constitution, having always been an emancipationist of the Henry Clay school; and while a member of Congress he was an earnest and eloquent advocate of the act of July 2, 1862, making grants of land to the different States for the endowment of agricultural and mechanical colleges, and he has always advocated the appropriation of the proceeds of the sales of public lands to education.

Major Rollins (he won his military title by services in his youth in the Black Hawk war) is understood to be a man of fortune, is influential as a private citizen in all the affairs of the State, and seeks no official post, giving the time he once gave to politics to the university, as the president of its board of curators, and when called upon by his fellow citizens exercising his rare gifts as an orator on public occasions. The name of James S. Rollins must ever be a prominent one in the history of education in the State of Missouri, as of all her public men its most constant, earnest, and eloquent advocate. As a testimonial of his eminent public services, the Indiana University in the year 1872 conferred upon him the degree of LL. D. And, in testimony of his long continued and faithful labors in behalf of the university, the citizens of Boone County procured to be painted of him a life-size portrait by the eminent artist, his friend, George C. Bingham, which, with appropriate speeches and other commemoration, was presented to the board of curators June 26, 1873, and ordered by them to be placed in Library Hall, with the portraits of other distinguished benefactors of the university.

NOTE 3, p. 18.

The following gentlemen were members of the general assembly from Boone County during the session of 1838–'39, and aided in the passage of the act of February 8, 1839, under which the university was located at Columbia:

Senators.—A. W. Turner and Thomas C. Maupin.

Representatives.—James S. Rollins, John B. Gordon, David M. Hickman, and Alexander Persinger.

The following is a copy of the award:

The commissioners appointed by law to select a site for the State University have agreed unanimously in the choice of Boone County for its location. Given under our hands, at the city of Jefferson, this 24th day of June, in the year 1839.

JOHN GANO BRYAN.
CH. DURKEE.
ARCHIBALD GAMBLE.
JOHN S. PHELPS.
PETER H. BURNETT.

NOTE 4, p. 18.

The following are the names of the citizens of Boone County who gave $1,000 and upwards to obtain the location of the university in the county:

Jefferson Garth	$3,000
Eli E. Bass	3,000
David S. Lamme	3,200
Edward Camplin	3,000
Oliver Parker	2,200
James S. Rollins	2,000
William Jewell	1,500
A. W. Turner	1,500
J. B. Howard	1,500
Anthony W. Rollins	1,500
J. H. Bennett	1,500
R. S. Barr	1,500
M. M. Payne	1,250
Warren Woodson	1,250
Moss Prewitt	1,250
John Guitar	1,000
William Cornelius	1,000
D. M. Hickman	1,000

It is proper also to add in this connection that the Hon. James S. Rollins, in addition to his cash subscription of $2,000, turned over on the subscription list a tract of land of 220 acres adjoining the university site, for which he received $25 an acre, amounting to $5,500. The commissioners appointed under the law to receive the bids of the different counties and make the location valued the above tract of 220 acres at $75 an acre, thus adding $11,000 to the bid of Boone County; this substantially increased the subscription of Mr. Rollins by $11,000, making his entire subscription $13,000.

Besides the subscriptions, a few of those who had made the largest subscriptions guaranteed the payment of all the subscriptions made, by a written bond, with proofs of their ability to meet the obligation thereby incurred, and thus every dollar subscribed was collected.

NOTE 5, p. 19.

While it is certainly true that the most was not made of these seminary lands under the State management, yet the university was founded in consequence of the grant; there was the commencement of an endowment, and the State has in some measure since made up for its early improvidence, and it is to be presumed will do so in the amplest manner.

The same remarks will apply to other educational land grants in the Western States. They were the germ and foundation of the educational systems in these States. With the magnificent results which have thus accrued, who will regret these grants, even with all the waste charged and admitted?

NOTE 6, p. 20.

Rev. Thomas M. Allen was substantially the first president of the board of curators, and filled that office during a longer period than any other member. He was a native of Shenandoah County, Virginia, but removed in early manhood to Kentucky, where he studied law; he subsequently removed to Missouri, faithfully laboring as a minister of the gospel until his death. He was a man of fine culture, of social temperament, of benevolent disposition, exercised great influence over his fellow men, and was a great favorite wherever he was known. Mr. Allen was an active, earnest friend of education, and contributed generously of his time and means for its advancement. He was

a member of the board at the time of his death (October 10, 1871), and, in the language of a resolution passed by that body on that occasion, "for nearly a generation he signalized his devotion to the cause of education and testified his earnest love for the institution of which he has been so long and so large a part; always, whether in or out of the board, watching its interests with an anxious eye, laboring for it with unwearying zeal and with a friendship as wise as it was unselfish and constant."

He was one of the founders and long a trustee of Christian College, at Columbia, the leading institution of higher female education in the State, under the control of the Christian denomination, of which he was a minister.

NOTE 7, p. 20.

Judge Warren Woodson descended from old revolutionary stock in Virginia and was nearly related to the family of John Randolph. He emigrated to Kentucky in early youth, and thence to Missouri in 1821, where he ever afterwards resided. He was the first clerk of the Boone County court, and held that office for more than forty years. He was a most faithful and efficient officer. He was a man of business ability, and was regarded as one of the leading men of the county. He was a most liberal subscriber to the university, and was always a faithful and sincere friend of the institution. He superintended the erection of the main edifice of the university without compensation, and, having a fine mechanical taste, the State is more indebted to him than to any other person for that substantial and elegant building. For many years Judge Woodson was a member of the board of curators, and discharged his duties as such with zeal and fidelity, soaring above those who were aiming to introduce their small partisan political views and jealousies into the government of the university.

He was a member of the convention of 1861, called to consider the relations at that time existing between the States and the General Government, and discharged his duties well in that body.

Mr. Woodson died at his residence in Columbia on the 4th of October, 1868, in the seventy-second year of his age, leaving an interesting family and many friends to mourn his loss.

NOTE 8, p. 21.

The building committee, who were to report to the board the order of the ceremonies, reported that they had fixed upon the 4th day of July, 1840, as the time of laying the corner stone of the principal edifice.

They also reported orators for the occasion; that James L. Minor had accepted; also that they had appointed the Rev. Robert L. McAfee to act as chaplain. They further reported that they had given a general invitation, through the medium of the Columbia Patriot and other public journals, to the governor and officers of the State, and to the citizens of this and adjoining counties, to honor them with their presence on that occasion; that they had agreed upon making the following deposits in the corner stone, viz: United States coins of five, ten, twenty-five, and fifty cent pieces; a manuscript copy of the charter of the university, authenticated by the certificates and signatures of the governor and secretary and the great seal of the State; the names of all the curators of the university now in office; a list of the donors to the institution and the amount subscribed by each; the following sentences, written in the English, French, Latin, and Greek languages: *This is to commemorate the laying of the corner stone of the principal edifice of the University of the State of Missouri, on this the 4th day of July, in the year of our Lord one thousand eight hundred and forty; in the 65th year of the Independence of the United States of North America, fourth of the administration of Martin Van Buren, President, and Richard M. Johnson, Vice-President, of said United States; the 20th year of the State of Missouri and fourth of the administration of Lilburn W. Boggs, governor, and Franklin Cannon, lieutenant governor, of said State;* and the names of the present executive officers of the State: James L. Minor, secre-

tary of state; S. Mansfield Bay, attorney general; Hiram H. Baber, auditor of public accounts; James McClelland, State treasurer.

The order of procession was as follows:

1st. Governor and officers of State, marshals of the day.

2d. Board of curators and secretary and treasurer of Columbia College.

3d. Chaplain and orators of the day.

4th. Principal contractors and architects of the university.

5th. Clergy.

6th. The female teachers of the Columbia Female Academy and the young ladies under their charge.

7th. Professors and teachers and their students.

8th. Ladies from abroad, town and country.

9th. Invited guests and strangers.

10th. Citizens of the town and country.

This was agreed to as the order of proceeding. Professor Roach was appointed to prepare the Greek, Latin, and French inscriptions, for which he was afterwards thanked in a formal resolution of the board. He was also appointed to read the Declaration of Independence.

NOTE 9, p. 21.

Dr. Lathrop entered on duty in March, 1841. He was a graduate of Yale College, class of 1819, and a tutor in the same institution from 1822 to 1826. He studied the law as a science, but education was his chosen field of labor, and, becoming a professional college officer, continued such through life. He was a professor in Hamilton College, New York, from which institution he received the degree of LL.D. in 1845. He was first president of Missouri University, from 1841 to 1849, and also of the Wisconsin University, from 1849 to 1859. In 1859 he accepted a twice extended call to the presidency of Indiana State University, but became professor of rhetoric and English literature in Missouri University in 1860, and afterwards a second time its president, in which position he died in August, 1866.

Greatly respected and beloved by all who knew him, a thorough scholar and devoted teacher, of great administrative ability, he has to-day a large number of former students in prominent stations throughout the land who look to him as their Gamaliel. An Eastern man and a firm believer in human freedom, it could not be expected, in the intensity of the slavery feeling existing in the central counties of the State of Missouri during his first presidency, that he would meet all the views and demands of the dominant party. The trouble which he experienced from this source at the hands of a few caused him to resign in 1849 for the presidency of Wisconsin University, which was at that time offered him. His resignation was received with almost universal regret, and he left for his new post with the commendation and good wishes of nearly all those who were truly interested in the university.

NOTE 10, p. 21.

Dr. Lathrop's successor, Rev. James Shannon, LL.D., entered upon duty 1850, entertaining strong and well defined views upon the all absorbing topic of the day. He had in Kentucky published an address entitled "The philosophy of slavery as identified with the philosophy of human happiness," the title sufficiently indicating his views on the subject.

Dr. Shannon was born in Ireland, 1799, graduated with high honor at the Royal Institution at Belfast, emigrated to America when but nineteen years of age, was licensed as a minister in the Baptist Church, became professor of ancient languages in the University of Georgia at Athens, was afterwards (1835) elected president of the State College of Louisiana, at Jackson, was in 1840 called to Bacon College, Harrodsburg, Ky., a denominational college under the care of the denomination styling themselves Christians, and from that position he was called to the State University of Missouri.

Engd by Geo E Perine, New York

J. H. Vethrop

J. H. VATHROP LL.D

PRESIDENT OF UNIVERSITY OF M.

His administration of six years was in many respects a stormy one. He was a man of ability, of positive character, and ardent temperament, and entered zealously into the questions then agitating the public mind relating to slavery and the Kansas troubles. He had become the owner of slaves, and was a defender, both in speeches and writings, of the institution as authorized both by philosophy and revelation. This provoked the antagonism of such men as Benton, Blair, Cassius M. Clay, and also of others, who regarded these contests as inconsistent with his official station. He was however, politically in full accord with the board of curators, and probably with a majority of the people of the State, and, upon the expiration of his term, was unanimously reëlected for six years, but declined in consequence of new restrictions having been placed by the legislature upon the president and professors of the university as to preaching, being too conscientious on the one hand to evade or violate the laws of his country or on the other his vows to preach the gospel. During his administration the patronage of the university was largely increased. In his letter to the board declining the presidency for another term, he says that, "notwithstanding the partisan warfare of unexampled fierceness that has been waged against me from my first appointment to the present hour, the university, under my administration, has sustained no detriment. Previous to my appointment the largest number of students per session received into the university was eighty-seven, the smallest fifty-six, the average a fraction below seventy. Under my administration," he continues, "the smallest number was one hundred and twelve, the largest was one hundred and eighty-one, and the average a fraction over one hundred and forty."

He was evidently a man of convictions, and followed out these convictions without regard to personal interests, and made strong adherents as well as decided opponents.

He subsequently became the president of the Christian University at Canton, Mo., a church college of his own denomination, where he died in 1859.

Note 11, p. 21.

Prof. William W. Hudson, who had been connected with the university from the beginning as professor of mathematics and natural philosophy, was elected the successor of Dr. Shannon. He still retained physics and astronomy as his subjects of instruction, the subjects heretofore belonging to the president's chair having been assigned to a different professor and the adjunct professor of mathematics made a full professor.

President Hudson affiliated with the same church (the Christian) as Dr. Shannon, was born in Orange County, Virginia, was educated at Yale College, became a teacher in the Alabama University at Tuscaloosa, removed to Columbia in 1840, was appointed a professor in the Columbia College, and upon the organization of the university and the merging of the college in the new institution became the professor of mathematics, natural philosophy, and astronomy, and continued such until he became president, still retaining a part of his original professorship. His death occurred June 14, 1859, after an administration of less than three years.

The astronomical observatory was erected and equipped with instruments under his direction. He was a zealous instructor in his department and was highly respected as a man.

Note 12, p. 23.

Joseph G. Norwood, whose father was a farmer, was born in Woodford County, Kentucky. He was educated at Lexington, and graduated in Transylvania University. In 1828 he began the publication of the Transylvania Journal of Medicine, which was edited by the professors of the medical school. In 1841 he was made professor of surgery and institutes of medicine in the Madison Medical Institute. In 1843 he removed to Missouri and was called to the chair of materia medica, general therapeutics, and medical jurisprudence in the University of St. Louis. In 1847 he was appointed head of a corps in the United States Geological Survey. In 1851 he was

appointed State geologist of Illinois. In 1854 he was elected professor of chemistry in the Kentucky School of Medicine, at Louisville. In 1858 he assisted Professor Swallow in the geological survey of Missouri. In 1860 he was chosen professor of chemistry and physics in the University of the State of Missouri. In 1872 he was appointed director of the geological survey of Missouri.

He was elected professor of medical jurisprudence in the law school of the State University in 1873, and the year following was appointed to a professorship in the medical department and became dean of the faculty.

NOTE 13, p. 23.

Prof. George H. Matthews became professor of languages in the year 1850, with the accession of Dr. Shannon. He had been a professor in the College of Harrodsburg, Ky. He continued as a professor in the Missouri University seventeen years, and died in the year 1869. He was an excellent classical scholar, genial in his manners, and greatly beloved.

NOTE 14, p. 23.

Prof. Joseph Ficklin has proved himself a very able professor of mathematics. He is the author of the Complete Algebra, published by the Ivison Company, New York, which has been extensively introduced into the colleges of the country. He also revised the mathematical portions of Snell's Olmstead's Philosophy and greatly improved the work. In testimony of his merits as a teacher and scholar, the degree of doctor of philosophy was conferred upon him by the University of Wisconsin.

NOTE 15, p. 24.

Dr. Read was born in Ohio; graduated in the Ohio University, achieving the first honors of his class; immediately after his graduation he entered upon the study of the law, and was subsequently admitted to the bar of the supreme court; was recalled to the university as an instructor when barely nineteen years old; became professor of languages, professor of political economy and constitutional law, also vice president, Dr. McGuffey being president. Upon the failure of measures which he had originated for the increase of the funds of the institution, he resigned his professorship, and accepted one in the Indiana State University; served in that institution twelve years; accepted (1856) the chair of mental and moral philosophy in the University of Wisconsin, to which civil polity was afterwards added; remained in that institution until he resigned to accept the place of president of the Missouri State University, to which he was elected in 1866.

Dr. Read has twice acted as Government visitor to the Military Academy at West Point, and prepared the report of 1840, which was favorably reviewed in the North American Review. He was elected a member of the Indiana constitutional convention of 1850, of which also Robert Dale Owen, Thomas Hendricks, Schuyler Colfax, Michael G. Bright, and William S. Holman were members, and bore an important part in that body, and especially in turning over to the school fund various sources of revenue, so that the permanent school fund of Indiana is now larger than that of any other American State, being over eight millions of dollars. Having outlined before the proper committee, and in an address before the legislature delivered at the request of the committee, a plan of education for the State, he was looked to from all sides to become the first superintendent of education. This he firmly declined, being thoroughly wedded to college life. He has, however, always been a strong advocate of popular education and a worker for its promotion. In 1850, in addition to his university labors, he formed a normal class to prepare teachers for the State, and delivered to them a full course of lectures and drilled them in class work.

Dr. Read's long services have been in State universities only. His labors have been incessant and successful before legislatures and boards to secure for them larger and better endowments, and to bring them to the true standard of the university. His

DR. DANIEL READ, LATE PRESIDENT OF THE UNIVERSITY.

published pamphlets, reports, memorials, and addresses to public bodies on educational topics are numerous; and withal his labors in the lecture room as a professor have been most faithful and earnest.

[The labors of Dr. Read in connection with the University of Missouri closed on the 4th day of July, 1876. In an address delivered by him as retiring president, which was characterized by great feeling and profoundly moved the large assemblage of students, officers, and friends of the university that had assembled to bid him farewell, he briefly reviewed his relations with the university and educational matters in Missouri, and introduced his successor, Dr. S. S. Laws. The highly complimentary resolutions and addresses presented on behalf of the faculty, the students, alumni, board of curators, and people of Columbia sufficiently evince the great esteem in which Dr. Read was held by all familiar with his work and fitly crowned a laborious and useful service in the field of higher education that extended over more than half a century. He did not long survive his severance from active educational work. About two years later, while on a visit to St. Louis, he was stricken with paralysis, and after being removed to the home of his son-in-law in Keokuk, Iowa, died there October 3, 1878, in the seventy-fourth year of his age. Memorial services were held at Columbia and resolutions were passed expressive of the deep loss the cause of education in the West had sustained by the death of one of its lifelong and most able advocates.—EDITORIAL NOTE.]

NOTE 16, p. 25.

From the address of Hon. A. J. Conant, of St. Louis, delivered on the part of the board of curators, upon the occasion of the presentation of the portrait of the Hon. James S. Rollins, to be placed in the library hall, we take the following:

"In the history of the university two distinct periods are well defined. The first may be termed its infantile period, during which it struggled along under adverse circumstances, with little or no assistance from the State or any other outside source.

"The second period may be dated from the time when its administration was confided to the hands of its present efficient head, Dr. Daniel Read. Let no one understand me to utter one word of disparagement of the faithful services and eminent abilities of those noble men who gave their best years and best thoughts to the interests of this university, some of whom sealed their services with their lives and fell noble martyrs to the cause. They accomplished but little. How could they, when the great State of Missouri looked coldly on as they wore themselves out in her service, and gave them not one dollar during the long, weary years to aid them in building up an institution she herself had created and was bound by interest, and honor, and public policy, and every consideration to foster and sustain?

"At this time, then, when the period of its manhood began, under the leadership of Dr. Read, with increased resources and the hearty coöperation of an intelligent and liberal minded board of curators, this university entered upon a sphere of usefulness, the grandeur of which I venture to say none of us can begin now to comprehend; and unless it shall be so unfortunate — which Heaven forbid! — as to be hampered and circumscribed by partisan or sectarian influences and complications, it will soon become the pride and crowning glory of our educational system, and a potent element for good, not only in the civilization of the State of Missouri, but through the length and breadth of the valley of the Mississippi."

NOTE 17, p. 25.

Dr. Read from the first, and at all times, declared his utter abnegation of party, sect, or sectional spirit in the administration of the university. The institution having been so much involved in trouble from these sources, he seemed determined, personally, to keep free from such complications, and, in his inaugural address, and addresses before the legislature, and upon numerous other public occasions, declared the policy of the university in language as strong as could be used.

There had been old university feuds almost from the beginning, and it was a notable fact that those who had done least to secure its location and nothing for its advancement became most zealous in their endeavors to secure the management and control of its interests, as now its peculiar and special friends. Thus the university became the football of neighborhood contention, and both party and sect were cultivated at the expense of its purposes.

NOTE 18, p. 26.

This act of the general assembly was approved March 11, 1867. Hon. James S. Rollins was its author, and introduced it into the legislature, being at that time a member of the house of representatives from Boone County, and he was also an earnest advocate of the measure. This law adds to the university income over $16,000 annually.

Much credit is due also to Dr. Paul Hubbard, who was a member of the senate from the ninth senatorial district, for his faithful coöperation in that body.

Following is from the report of the curators, 1875:

FIRST GRANT EVER MADE BY THE LEGISLATURE.

The grand and notable day in the history of the university, ever to be remembered and celebrated as such, is March the 11th, 1867, when first the State recognized its obligation to render aid to the university in the bill, which then became a law, giving to the institution $10,000 to rebuild the president's house and appropriating for its support 1¼ per cent. of the State revenue, after deducting 25 per cent. for the public school fund. By this act, in the form in which it was made, there was given to the university an annual amount ranging from $12,000 to $14,000, a sum more than double its previous endowment. Soon after the board of curators were called together, and Dr. Read made his acceptance of the presidency final. Whilst this appropriation was by no means sufficient to support such a university as required by the State constitution or by the demands of the age, it inspired hope and confidence, and was the beginning of the success and progress which since that time have attended the university in so remarkable a degree; and but for this appropriation it may be safely said there is little probability that subsequent grants would have been obtained or the means secured for the improvements and enlargements which have so rapidly followed.

PROGRESS.

It is difficult to enumerate with the brevity necessary in this paper the various steps of progress which have been made within the nine years since the State gave this its first aid, and we present some of them only, for the purpose of encouragement and as a stimulus for continued and increased efforts.

The same progress, maintained but for a brief decade of years, will give Missouri a university which will stand with the very foremost of our country, and this surely ought to be the aim.

PRESIDENT'S HOUSE, NORMAL BUILDING, LIBRARY HALL, SCIENTIFIC BUILDING, &C.

Within a shorter period in the past than a single decade the main university building has been put in repair, at a cost, with its furnishing, of near $20,000; the library hall, a spacious and elegant room, has been fitted up and furnished; the normal building has been constructed; the president's house has been erected; six clubhouses have been built, in order to afford the means of cheap boarding; the scientific building, one of the most valuable and elaborate structures of the kind in the country, has been built and equipped; the campus and gardens have been much improved.

INCREASE OF INSTRUCTIONAL MEANS.

The more direct means of instruction have been greatly enlarged. The library has grown from 2,000 volumes to 9,000; apparatus has been increased in a yet greater ratio, and some of this is equal to any known to the scientific world; the number of professors and instructors has been increased, so that from five it has increased to twenty-three at Columbia and five in the School of Mines at Rolla, making twenty-eight instructors connected with the university; the number of students has increased to more than five hundred—over four hundred at Columbia and over one hundred at Rolla—and representing eighty counties in the State instead of twenty; whilst the increase in the age of students has been an average of not less than two years.

NOTE 19, p. 28.

The law disposing of the agricultural college land grant was approved February 24, 1870, making the Agricultural and Mechanical College and the School of Mines and Metallurgy departments of the State University. The bill was prepared and introduced by the Hon. James S. Rollins, then a State senator, who was its most eloquent advocate, as he had been of all other legislative action in behalf of the university. Much credit is due also to Francis T. Russell, esq., whose labors for the passage of the measure were able and incessant. Mr. Russell was a member of the house from Boone County, induced to become such to aid in carrying this act, and how well he did his part is well known. He was also a member of the board of curators, and was largely instrumental in many measures for the progress of the university, and was mainly the means of bringing Dr. Read, whose pupil he had been, to its service.

Robert L. Todd, esq., who has long been an official of the university as a curator or secretary, a graduate also of the first class of the university, himself constituting one-half of it, deserves notice among the benefactors of the institution for his long and faithful services, not only upon this, but upon every other occasion involving its interests and advancement.

In his public address to the citizens of Boone County after the great triumph, Mr. Rollins thus speaks of the services of Dr. Read in this memorable contest: "The great experience and knowledge, the zeal and indomitable energy, which the president of the university brought into the contest were absolutely essential to crown our labors with the success which we are permitted to witness to-day."

This law gave to the university not only the agricultural grant of 330,000 acres, but also procured the $90,000 subscription from Boone County, required for the location of the Agricultural and Mechanical College, and the subscription of Phelps County for the Mining School, amounting to $130,545 in cash and land, of which, however, the $75,000 cash subscribed in county bonds has not been paid, a decision against the validity of their issue by the county court having been obtained in the supreme court of the State.

NOTE 20, p. 29.

Prof. George C. Swallow, LL. D., was a graduate of Bowdoin College in 1843; came to Missouri in 1850; was elected a professor in the university the same year; afterwards (in 1853) became State geologist, and continued such until the survey was broken up by the war in 1861. He made his first report on the geology of Missouri in 1855, which attracted much attention and caused his election in many learned societies in Europe. In 1859, being at the time the lecturer on geology in the Missouri University, he drew a plan for reorganizing the university and providing more fully for scientific and practical courses of instruction, which was presented to the legislature. He was in 1865–'66 State geologist of Kansas and published a report on the geology of that State. In 1870 he was recalled to the university as professor of agriculture.

NOTE 21, p. 35.

Dr. William H. Duncan was among the leading curators of an early period and continued such for about fourteen years. He was born in Virginia; graduated in the medical school of the Pennsylvania University, at Philadelphia; emigrated to Columbia, and became prominent in his profession. He is yet living and still engaged in the active duties of his profession. He takes great interest in the medical department of the university, delivered the address at the opening ceremonies of the school, and at the age of 74 enjoys vigorous health.

Among the curators of the university specially to be named is Moss Prewitt, who for many years was treasurer of the board, managing its financial affairs with skill and integrity. He was, also, at a later period, its president. He was a true man in all the relations of life, and died honored and regretted in the year 1871.

Mr. Prewitt was a native of Kentucky; emigrated to Missouri in 1821; married in

1823, into a leading family of the State; and was long a merchant and banker in Columbia. He was most useful as a citizen, eminently practical in business matters and particularly distinguished for his fine common sense and genial disposition.

He was always a friend of the university and gave liberally to secure its locatior at Columbia.

Another curator not to be passed by without notice is John Slack. He was a native of Chester County, Pennsylvania; born in the year 1790; emigrated to Boone County, Missouri, in 1819, and settled on a farm, upon which he continued to reside until his death. He took much interest in the success of the State University; served as a member of the board of curators for some twelve or fifteen years and was for a time the president of the board. He was ever a warm personal friend and admirer of President Lathrop.

NOTE 22, p. 41.

From President Read's report of 1874:

The professional schools have been established to complete the idea of the university, so far as it is possible in our State to come up to that idea. It has proved sound policy to establish all these departments; they sustain and strengthen each other; they afford advantages to the youth of Missouri; they present the true idea of a university; imperfect, it needs must be, as a university. It is, however, a beginning, a good beginning, adapted to our condition, and will afford and does afford advantages of a very high order.

THE ADVANTAGES.

No department has suffered by the establishment of any other one; the true motto as expressing the relations of our several departments is, "Supported and supporting," "United we stand, divided we fall." Take, for example, Latin and Greek. Have they suffered? Why, far more ample provision is made for these languages by the union of funds than could possibly have been made for them under the old system. Pure mathematics is the basis of all science; let it be known, then, that we have six classes or divisions in algebra alone, ranging all the way up to the highest analysis; and then, in addition, a class in calculus, embracing still higher analyses. Has chemistry suffered? Look at all our means for theoretic and applied chemistry which have grown out of our agricultural fund; and this department was established in direct aid of the agricultural college. But I will not pursue the subject.

Our whole prosperity, whatever it is, whether as to finances or otherwise, has grown out of the policy which has during these past years been adopted and adhered to by this honorable board, and, as every man who has been in the struggle well knows, could have been achieved in no other way. Indeed for a period of twenty-five years upon the different plan not a single dollar was given by the State; and even the very charge for printing the catalogues and for the expenses of the curators had to be paid from the meagre income of the university. Who can say the policy has been a wrong or injurious one?

I would not cut off a single department, professional or technical. I would not surrender an inch of territory which has been won by toil and hardship. I would cherish the law school and the medical school, the agricultural school and the normal department, and each department of the college proper.

It will cost to build upon the good foundation which we have established money—more money than we now have. Missouri, with her two millions of people and her twelve hundred millions of wealth, can surely sustain a university with its proper departments, and I have no doubt will do so; at least, a State with such wealth and population should make a beginning; but the subject must be presented to the legislature, once and again and again, until the object is attained.

I wish the board had time to read the eloquent and stirring words of President White, of Cornell. I wish, indeed, they could be made to ring in the ears of every legislator in Missouri. "Talk," says he, "of economy! Go to your State legislatures; what strange ethics in dealing with the public institutions! If asked for money to found an asylum for idiots and lunatics, or the blind, or the deaf and dumb, you will find legislatures ready to build palaces for them! Millions of dollars are lavished upon your idiots, and deaf and dumb, and blind, and lunatics. Right glad," he exclaims, "I am it is so; but when you come to ask aid, even in measured amounts, for the development of the young men of the State, upon whom is to rest its civilization and from whom is to flow out its prosperity for the ages to come, the future makers of your institutions and laws, how are they left to the most meagre provision during all their preparation." It is, indeed, sad; sad to think of the toil and poverty

and privations of our poor students here and everywhere. How many heartrending tales could I relate. Yet right here comes in the shallow demagogue: "Your high education," says he, "is for the rich; it is not for the poor." Who, I ask, does not know that the rich can send their sons anywhere, to Europe if they will.

If there is any class whom our colleges especially benefit it is the great, widespread, hard working poor and middle classes, who are to do the work of future generations. By colleges here at home they are able to rise to the level of the sons of wealth, to rise above them, and do do so. Of all our institutions, our colleges and universities are the most democratic, the most republican, most of all, the institutions of the people and for the people, and must be sustained by the people; and least of all should their boards of control hesitate to call upon the State legislature for support. Here in Missouri, by the very fundamental law, the university is to be supported by the State just as much as the judiciary or the legislature itself.

Depend upon it, it is not the expense of the university that costs the State; it is the want of expenditure for it that costs the State in many ways. The highest and best economy is to expend what is needed to create and develop the university.

No State has better understood how to raise up a race of great men among her sons than Virginia. According to a recent statement of the chairman of the faculty, the State has given to her university a grand total of $1,944,304. She has given tuition free to 1,081 students, known as State students, and has boarded a large number free of charge. It is estimated by the same authority that the amount brought into and retained in the State by the university is no less than $14,476,800. Even in the days of her poverty she forgets not her university. The recent appropriations amount to $82,545.

But it must be borne in mind that, apart from the idea conveyed by the word "university" and the obligations implied in the use of that term, there are certain requirements made by law in express terms, as, for example, in the constitution of the State, in the several legislative acts, and in the congressional land grants. These acts are obligatory on the curators, and in fact upon the legislature itself, and, so far as relates to the land grant, by solemn compact in accepting the grant from Congress, expressed in the resolution unanimously adopted by the legislature March 17, 1863, in the words following, viz:

"*Resolved by the General Assembly of the State of Missouri*, That the said act of Congress of the United States is assented to and accepted by the State of Missouri, with all the conditions, restrictions, and limitations therein contained; and the faith of the State of Missouri is hereby pledged to the faithful performance of the trust hereby created."

Here is a contract in explicit terms between the United States Government and the State of Missouri as to the kind of education to be provided for by the State upon the condition of receiving the congressional grant.

The leading object by the act of Congress is declared to be "to teach such branches of learning as are related to agriculture and the mechanic arts," manifestly not merely the agricultural and the mechanic arts, but the branches of learning relating thereto.

I need not say here are included such branches as agriculture itself, agricultural chemistry, horticulture, botany, physics, mechanics, geology, natural history, chemistry, civil engineering, surveying, astronomy, mathematics, drawing, political economy, American history, constitutional law. In this course are now employed nearly all the professors of the university, who are ready and glad to render their instruction to agricultural students; and the instructions are as ample and complete as though rendered to them alone.

Even the provision made for women is strictly required in almost every agricultural school in the United States. It is to the honor of the farmers of the country that they have everywhere demanded the admission of women to the agricultural colleges, just as they have to the granges which they have established for the improvement of the agricultural classes. The farmer will have the best education for his sons and daughters, nor will he admit an inferior education for his son or daughter. His son is entitled (with his special course) to all the studies of the university course which he may desire, and in turn the whole body of students are *ruralized*, if I may use the expression, by the agricultural department. In this way the whole university, in all its departments, is agricultural. Agriculture is placed on a par in the university with any other science or art, in honor, in extent, in rank. It has been amply proved by experience that the farmer will not send his sons and daughters to an inferior, half-manned, half-equipped agricultural college. Had our State legislature established the agricultural college as a separate institution from the university it could up to this time have accomplished nothing whatever. It would not have had the means to do so.

I have sometimes heard agricultural and mechanical education derided as useless and absurd. Do the literary martinets and dilettanti who would thus throw contempt upon this kind of education know what they are talking about or the vast interests

designed to be benefited by it? Why, in 1860 the mechanical and manufacturing industry of the United States yielded nearly two thousand millions of dollars. This in one year; and in 1870 agriculture yielded ten thousand millions. Either of these sources of wealth would more than pay off the entire national debt in a single year, to say nothing of an additional quarter of a billion from mining. equally benefited by this education. Is there no talent required for these vast interests and no special education needed for them?

The agricultural and mechanical colleges represent, educationally, the two greatest interests of modern civilization, not only in the United States but in the whole world. And yet is it not a strange thing that they have not until recently been permitted to hold a place in any university in the world?

But scientific and industrial education represents still another thousand million and more in the construction of our railroads, now over 70,000 miles, and in our telegraph system, encircling many times the very earth. I may as well say it represents all modern civilization; and shall the modern student not understand even the structure of the engine, which is the great moving agent of our commerce and our manufactures?

Shall the educators who plead for an education as broad as modern civilization, embracing our best and most exalted earthly interests, be denounced as the enemies of classical education or of political, ethical, and social science? Yet how often is this done by the narrow and ignorant and one-sided? O the narrowness and bigotry of pretended educators!

But political, economic, and social science must be taught in our colleges and universities, and far more thoroughly than at present. The greatest social problems that ever came before a people are before the American people. These affect farmers, mechanics, lawyers; they come before Congress, the State legislature, the primary political meeting.

They are to be solved upon thoroughly scientific and philosophical principles, and in no other way can they be solved. Our whole political system rests upon the development of history and science. And yet to-day you can count upon the fingers of your left hand all the American colleges in which the history of currency, the relations of labor to capital, constitutional law, the law governing nations, are taught in a manner or to an extent even deserving the name!

Here again I wish this honorable board could listen to the most impressive language of President White as he pleads before the Cornell board for that education which most of all pertains to the duties of American citizenship and political self government. With an education so radically defective even in our highest institutions, what right have we to complain of our blundering; what right have we to complain of the financial crudities exhibited in our highest national councils?

We are doing what we can on these subjects in our university, but needs must fall short when these branches, with moral and mental philosophy, together with the duties of president, fall upon one single person.

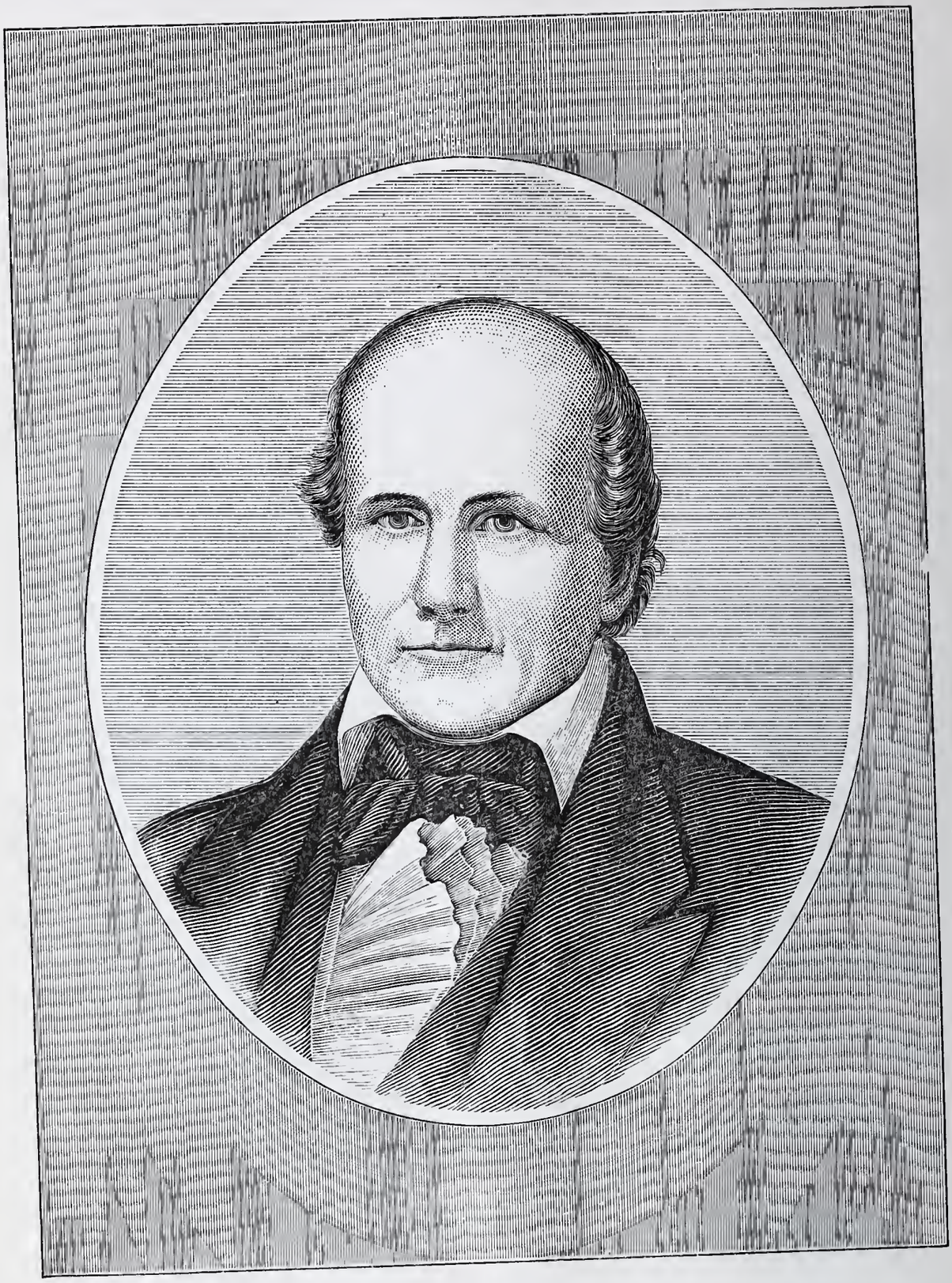
In hearing the narrow views of many educators and witnessing their adherence to ancient prejudices, I have often thought we were hardly beyond the times (not very remote) when it was held that the doctrine of the rotundity of the earth was incompatible with the salvation of the soul, or that geology was the invention of the devil to destroy revelation, or even those of Luther, who pronounced Copernicus a blasphemer for the heresy of his new doctrine that the earth moves around the sun and not the sun around the earth.

So wedded do men become to particular notions and systems, and especially in education, that time and opportunity only can move them from their ignorance and prejudices. Parallel courses in a university tend to enlarge and liberalize, to prepare to appreciate all human knowledge.

Your honorable board has pursued the steady policy of advancement and progress and enlargement. From this liberal course there will be no retrocession in this enlightened body.

Upon this plan the university becomes a great convocation for liberal studies and practical arts in which students assemble, having various objects in life. So far from creating unfriendly feeling and strife, such intermingling liberalizes and enlarges and makes better and wiser and more cultivated men. Here is the true idea of a State university.

You cannot do all at once; and certainly much remains to be done to come up to the true ideal. We need the mechanical department. It will come in due time. We need instruction in drawing and the art of design, in architecture and in engineering. We need to strengthen and improve all the departments we have. Our wants, it will be said, are many. So they are. This is true of every progressive institution. In truth, civilization has many and increasing wants. Savageism has few. Or, as Dr. Wylie, that eminent educator and thinker, used to express it, the oyster has but one want, salt water; man has many wants.



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NOTE 23, p. 42.

A bill was introduced into the senate by the Hon. James S. Rollins, at the session of the general assembly held the winter of 1869–'70, asking an appropriation of $50,000 to aid in the erection of a woman's college home in connection with the university, but it failed to pass by a few votes. It will yet become a law. The people of Missouri are intent upon giving the same advantages of education to their daughters which their sons now enjoy.

This bill was introduced in pursuance of a memorial from the board of curators, carefully prepared by Dr. Read, in which the policy of admitting women to the university is argued at length.

NOTE 24, p. 45.

The following is from Dr. Read's report to the curators December 14, 1875:

It is an important question: how does the new constitution affect the State University? First of all, it directly recognizes this as the university of the State, and requires that the general assembly shall aid and maintain it, with its present departments, as the "actual necessities of the same may require and the public school fund permit." There is another most important provision of the constitution, that the government of the university shall be vested in a board to consist of nine curators instead of twenty-four. Here there is presented and always held up to view the constitutional argument in behalf of some one or other of our various departments.

What is the "actual necessity" of a department? It is such provision for it as is usual in order to maintain the same, as such departments are ordinarily maintained. It is an "actual necessity" that the university of the State, if such an institution is required at all, shall be maintained in a manner worthy of a great and wealthy State. The word "necessary," as Chief Justice Marshall argued on a different occasion, is not a mathematical necessity but a moral necessity, implying what is right, proper, and usual.

But the requirement that the board of curators shall be a small body, not to be increased or diminished for a party, personal, or ring purpose, places the university on a much higher and safer ground than heretofore.

It places higher responsibilities on the board, and will remove it from the small bickerings and contentions which have proved its bane and curse and disgrace almost from the beginning. It will forever prevent such magnificent statesmanship as the increase of the number of curators to affect some university official!

Undoubtedly one of the problems to be solved as to our State universities is their proper and safe government, and in such manner as to secure them effectually from the influence of a species of demagoguery which would employ the same arts to control a university as a town election.

Hon. William F. Switzler was the member of the constitutional convention who introduced the provisions relating to the university which were adopted, and also others of great value which failed of adoption.

Mr. Switzler is one of the oldest, most faithful, and unwavering friends of the university. He has published the prominent newspapers of Columbia, and, indeed, of the central portion of the State, since 1841, always supporting the interests of the university with ability and discretion, and never admitting to his columns articles from the rash and thoughtless or those who wish to stir up strife and mischief.

He has served as a curator of the university, has been a member of two constitutional conventions, was chairman of the committee on education. He has been often a member of the legislature, was twice elected to Congress, but was ruled out by throwing aside several hundreds of the votes cast; and this in opposition to the committee on elections, which reported in both instances in his favor though politically opposed to him.

Mr. Switzler is one of the oldest and most respected editors of the State, and his opinions and course of action have great influence in Missouri.

NOTE 25, p. 46.

Dr. Anthony Wayne Rollins was descended from Irish stock, his father and mother being natives of the county of Tyrone, in the north of Ireland, and having emigrated to America and settled in Pennsylvania just prior to the American Revolution. They belonged to the middle class of people, noted for their honesty, frugality, and respecta-

bility. Anthony Wayne, the youngest of a large family, was born in Westmoreland County, Pennsylvania, in March, 1783. His parents were poor, and from the beginning he had to rely upon his own unaided exertions for his support and education.

When about sixteen years of age, he commenced life as a school teacher, and pursuing his studies while so engaged with zeal and industry, he acquired sufficient means to finish his education at Jefferson College, Cannonsburg, Pa. Shortly after leaving college he emigrated to Kentucky, and stopping in the neighborhood of Lexington he continued to teach, and at the same time became a student of medicine under the late Dr. Warfield of that city.

Whilst he was a teacher, he numbered among his pupils persons who afterwards became distinguished in Kentucky and in the nation; amongst these were the Rev. Dr. Robert J. Breckinridge and the Rev. Benjamin O. Peers, the latter at one time president of Transylvania University.

Among his early friends and contemporaries in the medical profession were numbered Caldwell, Dudley, Fishback, McDowell, Drake, and others who afterwards became distinguished men.

Having studied for three years with Dr. Warfield, he settled in Richmond, Madison County, Ky., and after practising his profession for a few years he went to Philadelphia and finished his medical education at the Medical School of the University of Pennsylvania, in which Dr. Rush, one of the signers of the Declaration of American Independence, was an eminent professor and one of his teachers.

Returning to his home in Kentucky he entered at once upon an extensive and lucrative practice and continued it for a period of twenty-five years, standing at the head of his profession.

On the 18th day of April, 1811, he was united in marriage with Miss Sallie Harris Rodes, a daughter of an eminent citizen, Judge Robert Rodes, of Madison County, and who was born in Albemarle County, Virginia.

His health giving way, he emigrated in the spring of 1830 to Boone County, Mo., and settled on a farm about four miles north of Rocheport. Here he continued the pursuit of agriculture until his death, which occurred on the 9th day of October, 1845.

He was a man of broad intelligence, and in his neighborhood was regarded as a model citizen in all the relations of life, setting an example in the then western wilderness of industry, morality, energy, and enterprise, and taking a leading and active part in affording religious and educational privileges to the people and in every enterprise calculated to improve and to advance the best interests of the county.

He was benevolent, social, and charitable, and enjoyed the esteem of all who knew him, as a useful citizen and an upright, honorable, Christian gentleman.

The University of Missouri having been located in Columbia, the county seat of Boone County, he was the ardent friend of the institution and one of its early curators, who aided in laying its foundations. Although not possessing large wealth, he set a good example in making a bequest in his will to aid in the education of indigent youths, male and female, of Boone County, and this fund, under the wise direction of President Read, has been so utilized and appropriated as to be productive of immense good to the beneficiaries for whose aid it was given. The following extract from the will of Dr. Rollins shows the motive which governed him in making the bequest:

Item 7. Having felt the great disadvantages of poverty in the acquisition of my own education, it is my will that my executors, hereinafter named, shall, as early after my death as they may deem most expedient, raise the sum of ten thousand dollars, by the sale of any land of which I may die seized, and which I may not have specifically bequeathed in any of the foregoing items, which sum of ten thousand dollars I desire may be set aside for the education of such poor and indigent youths of Boone County, both male and female, as are unable to educate themselves.

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